

DOCUMENT RESUME

ED 144 069

CS 203 595

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 TITLE Career Development Curriculum for English Teachers.
 INSTITUTION Minnesota Univ., Minneapolis. Coll. of Education.
 SPONS AGENCY Minnesota State Dept. of Education, St. Paul. Div. of Instruction.; Office of Education (DHEW), Washington, D.C.
 PUB DATE 74
 NOTE 100p.; Publication of the Minnesota Guidance Series--Learning Opportunities Package II
 EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
 DESCRIPTORS *Bibliographies; *Career Education; Career Exploration; Check Lists; *Curriculum Guides; Educational Objectives; *English Instruction; *Instructional Materials; Junior High Schools; Language Skills; *Learning Activities; Personal Values; Self Evaluation; Teaching Techniques; Vocational Development
 IDENTIFIERS Elementary Secondary Education Act Title III

ABSTRACT

This publication describes classroom activities that English teachers can use in helping junior high school students to explore individual career goals. Designed to increase students' awareness of occupations related both directly and indirectly to English skills, the activities are organized into four sections: (1) Who Am I? (2) What Are the Life Options Available? (3) What Should I Consider When Investigating an Occupation? and (4) What Do I Do Next? (Goal-setting). Each section presents the rationale for the activities, lists career development objectives for the section, and provides detailed descriptions of specific learning activities. Appendixes for the four sections offer numerous materials to be used in conjunction with the activities. Among these materials are a values survey; a sample family occupational tree; guidelines for using the study of literary characters to facilitate students' career development; an occupational survey form; self-evaluation charts; charts through which students can appraise their abilities, explore their values, and learn decision-making skills; and bibliographies of books about women, books that deal with values, books about ecology, books related to career development, and biographies. (GW)

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Learning Opportunities
Package II — Junior High School
Code VIII A-C-29b

CAREER DEVELOPMENT CURRICULUM

For English Teachers

by

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A Publication of the Minnesota Guidance Series
prepared with funds made available under the provisions
of the Elementary and Secondary Education
Act of 1965, Title III

Division of Instruction
Pupil Personnel Services Section
Minnesota Department of Education
St. Paul

1974



ED144069

CS 203 595

INTRODUCTION

This package has been designed to aid the junior high English teacher to easily and effectively actualize the philosophy and goals of career development. It contains a series of learning activities organized into four parts which suggest a logical progression of thought a student might follow in thinking about individual career goals: (I) Who Am I? (II) What Are the Life Options Available? (Options) (III) What Should I Consider When Investigating an Occupation? (Process) and (IV) What Do I Do Next? (Goal-setting) It should be remembered that developing a "career" is a process that extends over a lifetime and that *occupation* is only one part of career. *Work* is defined as "an expenditure of effort designed to effect some change, however slight, in some province of civilization." In this light it may be paid or unpaid, i.e. vocational or avocational in nature. The experiences described might be planned for one or two days each month through the year, be used to fill extra days between units, or be incorporated into existing unit plans where career development content may be appropriately substituted to obtain the predetermined English goals as well as career development objectives. For a number of the activities, it would be appropriate to invite a counselor to assist in both the planning and implementation in the classroom.

As an academic subject, English not only forms the basis of specific occupations, but also teaches skills used to varying degrees in nearly every occupation. Furthermore, English instructors are often responsible for teaching the processes of research. Consequently, the authors have sought to increase the students' awareness of occupations related both directly and indirectly to English skills and to suggest a series of steps one might follow in planning any career. Some of the activities might also be incorporated into interdisciplinary courses and units or into other instructional strategies the teacher may prefer.

Each of the four sections is introduced with a brief overview on an easy-to-find colored page. Following the description of activities in each section you will find the resource sheets necessary for those experiences.

A volume of excellent activities that could be used to supplement those in this package is *A Resource Guide for Career Development in the Junior High School* by Arland Benson, available through the Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, 550 Capitol Square Building, St. Paul, Minnesota 55101.

PART I

WHO AM I?

I AM ONE

I am only one.
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something
that I can do.

Edward Everett Hale
(1822-1909)

PARAPHRASE

I AM ONE

I am only one.
I am a teacher.
I cannot do everything,
But still I can do something;
I will listen
I will learn
I will lead.
I will help you become
What you want to become.

an English Teacher

OVERVIEW OF PART I—WHO AM I?

I AM ONE

Rationale

As the student matures, he should become more aware and more appreciative of his uniqueness — his likes and dislikes, his abilities, his values, his strengths and weaknesses. The experiences in Part I, from which you are invited to choose and use in whatever order seems appropriate, are designed to aid each student in clarifying his or her self concept so that in succeeding portions of the package focus can be made on the exploration of occupational areas which might be satisfying to the person. The "Collage of Myself" is meant to be a summarizing project for this section, as well as a source of data to make Part III more relevant to each student.

Career Development Objectives

The student will:

- 1) describe individual values as they relate to occupations, work situations, and personal work behavior.
- 2) identify personal needs and sources of satisfaction which one should consider in planning his career.
- 3) describe individual current life context as it relates to one's vocational decisions.
- 4) identify those characteristics which make one a unique individual.

List of Learning Activities

1. A Values Survey and Auction
2. Two Weeks in My Life: Today and in 20 Years
3. Refocusing Literature Discussions Around a Career Development Theme
 - a. Novels
 - b. Short Stories
 - c. Poetry and Lyrics
4. Career Development-Oriented Composition Suggestions
5. Bulletin Board Ideas
6. Test Interpretations
7. Moral dilemma — A Gift of Life
8. I Am Valued
9. Collage of Myself
10. Value Sharing

LEARNING ACTIVITIES

1. A Values Survey and Auction

This exercise consists of a values survey (Appendix, p. 25) which allows the student to rate 20 needs or values on a continuum from "not important" to "extremely important", such as "the Presidency" and "a chance to rid the world of prejudice." A key is provided which allows the student to compare his value ratings with the values suggested by his auction actions. The key has weaknesses: one would want "to be the richest person in the world" for altruistic as well as for economic reasons, as the key suggests. Despite its shortcomings, the experience can be used as a springboard for thought-provoking discussions on values. The discrepancies the students identify can be used to start discussions. This is one activity in which a counselor might also be involved.

- a. Prior to the auction, pass out the values survey, and have the students complete it. Explain that (1) this is part of a later activity through which they may gain some insights about themselves and others, (2) their choices are an indication of their individuality and they will not be judged or evaluated except by themselves, and (3) they will not be asked to share any of this information unless they choose to do so.
- b. Have students file their surveys in their writing folders, or keep them for later reference in their notebooks.
- c. On the day before the auction, pass out the sheets entitled "Items to be Auctioned" (Appendix, p. 28). Announce that each student can assume that he has \$1000 to spend on the items. He may budget the entire amount to win one item, or spread it over several choices. Amounts not spent can be shifted to other items during the auction; however, no one is to spend over \$1000. You may wish to update the auction items with local names and more current concerns. Try to match any changes with the need or value identified in the key for the original item.
- d. Have the class select two or three auctioneers, and enter the bidding yourself to stimulate the activity. Appoint a recorder to write on the board the winner and the

amount he spent for each item, but encourage the class to keep their own tally to discuss later. Bids may be called out until after "Going once — going twice — going three times", the auctioneer declares the item "Sold!"

- e. Following the auction, which usually takes more than a full hour, pass out the key (Appendix, p. 31), and ask students to compare their auction action with the values survey filled out earlier. Did they spend their money on the items representing the values they said they held highest?
- f. Have the class consider the following questions either as a writing assignment, a class discussion, in small groups or dyads. Students should not be forced to disclose information about themselves. Most are willing to share.
 - 1) Did you find discrepancies between your statement of your values and your spending? How do you account for this? Did you find consistencies?
 - 2) Do you feel you acted in character or were there factors within the auction situation that altered your behavior? Explain.
 - 3) Were you surprised by the amounts paid for various items? Did you see any general patterns of spending which indicated the value put on material things? non-material things? Were any items not bid for? How would you account for that?
 - 4) Do you think your parents would make the same choices you did? Did you find differences between your values and those of your parents and friends?
 - 5) How do you behave towards people whose values differ from yours (including your parents)? If a person holds one value rather than another, is he a better person? Do you reject, tolerate, or accept different economic, political, educational, moral, and religious values? List examples of your behavior towards those who hold values different from yours.
 - 6) Do you think the class' choices were generally representative of the community?
 - 7) If you had another chance, would you choose to spend the money differently?

8) Can you see any parallels between your auction choices and the ways you express your values every day?

9) Name one or two occupational areas and some leisure time activities that might be ways to fulfill or demonstrate values you cherish.

2. Two Weeks in My Life: Today and in 20 Years

- a. Pass out two copies of the daily schedule (Appendix, p. 32) to each student. Encourage students to tally their daily activities at least twice a day for one week. The total number of hours per activity should be recorded daily on the side chart.
- b. Show the movie "1999 A.D.", or "Future Shock" which suggests what living conditions, the world of work, education, family life and leisure might be like at the turn of the century. Using this film and the students' general expectations of the future from such books as *1984* or *Fahrenheit 451*, science fiction, magazine articles, and TV shows, discuss ways in which life may be altered in 20 years. Volunteers might report on chapters of Toffler's *Future Shock* or relevant magazine articles. The following questions might be helpful:
 - 1) What changes can we anticipate in our present daily activities such as eating, sleeping, and traveling?
 - 2) How might we use increased leisure time?
 - 3) What place will work hold in our lives?
 - 4) Why will people work — or will they?
 - 5) How are the meanings of work changing even now?
 - 6) What present-day occupations will no longer exist in twenty years?
 - 7) What new jobs will be created within the next twenty years?
- c. Ask students to imagine how they would be likely to spend a week twenty years from now. Have them record their ideas on the other daily chart and total up the hours as they did with the first one.
- d. After the students complete their present life week's chart, class discussion, small groups, or writing assignments may center on one or more of these sentence completion exercises.
 - 1) One thing I learned about myself

from charting my present life week's activities is —

- 2) I would like to change the way in which I presently spend my time so that —
 - 3) Comparing the two schedules, I think in twenty years I will spend much less time —
 - 4) One thing I'm looking forward to in the future is —
 - 5) Life may be less enjoyable in 20 years because —
 - 6) To prepare for life in 20 years, I should —
 - 7) As a human being, I am likely to become more —
 - 8) One general area of work that will still be necessary in 20 years and which I might consider as an option is —
 - 9) Judging from what we are able to guess about the future, it will be valuable for me to —
 - 10) One ethical question we may face in twenty years as individuals or as a nation is — My answer to that question at this time is —
- e. An alternate activity would be to have students write a concise paragraph of the life style they would have in 20 years based on what they have expressed in their chart.
 - f. Invite a counselor in to share with students any follow-up data available related to values, goals, and preferences of graduates of the school district. Use such data as a basis for discussion of values and goal setting and the relationship of values and careers.
 - g. Have students interview elementary school children to find out how work values are developed, how early children get ideas about occupations, what stereotypes children have about occupations and where they get them.
 - h. Have students interview a senior high school student to find out how work values have developed, what the person feels capable of doing, how early the interest began, what opportunities are available to utilize the interest, where in the jobs are disadvantages to the students' preferred life style, what are the advantages of the work, what are the

goals the student is seeking and how realistic are they?

- i. Have students interview an on-the-job person asking questions about the life style that goes with the work, the person's interest in the work, the advantage, and disadvantages in the work, the opportunities for advancement and the rewards found in the work and in the life style connected with the work.
- j. Have students interview retired persons in a nursing home to find out what kind of life these persons had, what kind of work they did, what kind of training they had, education, family, life style, what rewards they found in work, what goals they reached and what they didn't reach, what advice they would have for a person beginning in life, what their values were and now are, what were the best parts of their lives, the worst parts, what are the hopes that they have for today's youth and for the world in general, how they feel about themselves.
- k. After students have had a chance to interview persons at different stages in the human life cycle, as a culminating activity, have them reflect on and share their feelings about what they have learned about these developmental life stages. Have students discuss thoughts and feelings about the nature of the life cycle they themselves are in at the present time. What are some things we can learn about ourselves, about others and of life in general by being aware of life's developmental stages?

3. Refocusing Literature Discussions Around A Career Development Theme

Literature provides an excellent vehicle for children to think about their talents and goals and the search for meaning in life, including the place of work and leisure. It also offers an opportunity for them to relate their own values, interests, and abilities to those of characters in literature. Discussions must be supplemental with the activities as appropriate, i.e. bringing in a feminist speaker following discussion of X or inviting a pilot in along with the discussion of Jonathan Seagull. Discuss the values, interests, and abilities of characters in literature, and move students through the year to recognition of their own by comparison. A few examples are furnished here of ways in which novels, poems, and short stories may be discussed

with a career orientation. Plays and other literary forms may also be refocused on a career development theme, i.e. relating the literature more closely to the students' own experience. You can generalize this type of approach to any literature you use. Throughout the year both male and female literary characters should be discussed. New contemporary literature may also be used to facilitate students' career development. The main idea to be gained from these examples is the *process* by which a teacher may take any piece of literature and, through some creative thinking, refocus it around career development.

a. Illustrative Discussion Questions for John Steinbeck's *The Pearl*:

This is a short 54-page novel about Kino, a young fisherman who finds a great pearl which changes his life. The story tells of problems encountered when the opportunity comes to his little family to break out of their primitive environment and how Kino's values change as he struggles to control his destiny.

- 1) What abilities does Kino demonstrate? How does he feel about his abilities?
- 2) Of what significance is his work to Kino? to his image of himself?
- 3) In what way is Kino typical of his people?
- 4) In what aspects is he a unique individual? Does his uniqueness help or hinder his relationships with others? Do you find the same to be true about your life? Does his uniqueness help or hinder the reaching of his goals? Do his (and your) goals stem from his (your) uniqueness?
- 5) Which of these value-laden areas (see bulletin board suggestions below) are most important to Kino?
- 6) What does he value more than the pearl when he throws it away?
- 7) In light of his values, was this act a victory or a defeat?
- 8) How did his wife's values and character traits differ from Kino's? Which are shared by both? Are conflicts caused by differences? Do you find value differences causing conflicts in your family?
- 9) What values make Kino's brother, Juan Tomas, more conservative?

- 10) How did Kino's values change from the beginning of the novel to the end?
- 11) Do you regard these changes as growth?
- 12) If all the characters in the story shared the same values, how would the action have changed?
- 13) How do your values compare with the main character's?
- 14) Would you have made the same final decision? If not, would you say it was because of value differences or personality differences?
- 15) Are the values of this primitive family much different from the priorities of your own family today? Do human beings change much through history or are their values about the same?

b. Illustrative Discussion Questions for Arthur Miller's *Death of a Salesman*:

Willie Loman, the tragic lower middle class hero of *Death of a Salesman*, mirrors the story of false values sustained by almost every agency of publicity and advertisement in our national life; the over-publicized ideals of material success and unrealistic optimism. Sixty-three year old salesman Willie Loman has given all his life traveling on the road for a company, and he is coming home to ask to be placed in the New York office. The play takes in the time span of two days when Willie's dreams are shattered by the reality that he "turn in his samples and take a rest." He falls back into bigger, more grandiose dreams for his two sons who confront him and shatter his hopes for success and glory for them. Willie finally realizes that he himself has never been a success and never will be. The play ends in tragedy as Willie, unable to sustain his illusions and ignore reality, finally faces the moment of truth: he has spent his lifetime pursuing the wrong dream.

- 1) What abilities, attitudes and interests did Willie have? What jobs might Willie have succeeded in with his abilities? How could career guidance have helped him?
- 2) According to Willie, what is the most important asset a man must have in order to be a success in the business world? Do you agree or disagree? According to your own values, what do you think is the most important

asset an individual must have in order to be successful? Discuss.

- 3) In what particular woman roles is Willie's wife Linda portrayed? Did they seem realistic to you? Discuss your interpretation of her values.
- 4) Were Biff and Happy satisfied with their jobs? Why or why not? What were their abilities, interests and values? In what way did they also ignore reality?
- 5) Do you identify with the Loman family lifestyle? What could you accept in their life style and what have you learned about theirs that you would prefer to avoid in your own life style?
- 6) Compare the life goals that Willie had for his sons with the goals Willie's friend Charlie had for his son, Barnard. What is your interpretation of the outcome of the goal seeking in the play?
- 7) Willie was a breadwinner all of his life and a breadwinner even in his death. Did the world walk out on him? Did his sons "see through him"? What did he accomplish in taking his life that he wasn't able to accomplish in life?
- 8) Project yourself into the future for Willie Loman's family. What future do you foresee for each person? How might Willie's insurance money be spent by the family? What changes might there be in their life styles? If you were Biff or Happy, where would you go from here?
- 9) Discuss the viewpoint of Willie's one friend, who believed in him. Charlie thought Willie's dream had been a good dream, "the only dream you can have. A salesman has got to dream — it comes with the territory." What did Charlie mean by that? Do you agree or disagree? What is your territory and your dream?
- 10) What part did his job play in Willie's life? How did it affect his life style? Did he get his values from his job or did his job determine his values?
- 11) Are there Willie's in other occupations besides sales? Are there women who have the same kind of conflict about work in their lives?

c. Illustrative Discussion Questions for "I'm Nobody, Who Are You?" by Emily Dickinson. (Appendix p. 33)

Emily Dickinson (1830-1886), a tragic recluse from the literary past, unrecognized and unaccepted by the society of her time, was our country's greatest woman poet. During her lifetime only seven of her poems were published, most of them against her will. Her disappointment in finding fulfillment in love and in her career played a large part in her poetry style which changed from happy original verse to great lyrical poetry of love, death and immortality. A colleague to whom she wrote for advice on her poetry suggested she "polish some of her lines". Thereafter she gave up all thoughts of publication and the world learned of her gifts only after her death when 900 hand written original poems were found in the bottom drawer of her bureau and published by her sister four years later.

- 1) Read more about Emily Dickinson's life. How does the poem make you feel when you know what her real life was like?
- 2) When she said "I'm nobody", do you think she meant nobody as a writer or nobody as a person?
- 3) What kind of values do people have who want to be widely recognized in their field?
- 4) Have you read about women in other fields who have received fame but prefer to be nobodies? Tory Hughes? Greta Garbo?
- 5) Do you know anyone in your own circle of friends who is somebody but prefers to be a nobody?
- 6) Earlier women writers assumed male pen names. What were some reasons why this was necessary?
- 7) In what ways, specifically, is it becoming more or less difficult for women to be accepted into their chosen careers?
- 8) What are some self, family, local, societal influences or factors in one's life that cause you to feel like a nobody. A somebody?
- 9) Can you think of advantages and disadvantages of being a nobody in comparison to being a somebody? the opposite?

- 10) Imagine Emily Dickenson living today. Discuss what her life may have been like in the 1970's.
- 11) Are there many successful women poets today? What have their careers been like? Their life styles?
- 12) What are some other fields in which it is still difficult for women to be accepted?

The study of Emily Dickenson's life is an excellent springboard for discussions of the woman's role in society today. Have students do the exercises about the stereotyped roles of women and men and discuss in small groups or as a class. (Appendix p. 34)

Some of the above questions may be researched in depth and reported on orally or in written form. Tape interviews with local poets, write letters of inquiry to national and international poets or writers, watch and critique TV educational series on great literature about women emerging in related fields.

In "I'm nobody, Who Are You?" Emily Dickenson's line "Don't tell — they'd advertise you know!" takes us right into Values in television advertising. (Appendix p. 36) Encourage the students to use TV as a vehicle for learning more about stereotypes and values by watching 30 minutes or more of TV commercials and by asking questions such as:

- 1) What kinds of values are the ads suggesting?
- 2) How is the American man portrayed?
- 3) How is the American woman portrayed?
- 4) How does the media affect my values and goals?
- 5) Who is affecting my values and why?
- 6) How do I determine my own values?

Have students discuss, display or list specific products advertised on TV that "instantly" will make somebodies out of nobodies i.e. specific foods, clothing, cosmetics, cars, etc.

Encourage the class to take the Values Voting Survey (appendix p. 37). Tabulate and discuss it in either diads, triads, or small groups. To provide the "other point of view" in contrast to the usual stereotype, have women or men from staff and community speak individually or as a panel presenting their own point of view.

Invite people whose careers have been non-traditional to show students the many opportunities that are available to them which were not available to their grandparents. Suggestions: Male nurses, computer programmers, telephone operators, cooks and chefs, hairdressers, fashion designers and female busdrivers, telephone repairwomen, mail carriers, police women, doctors.

Have students ask questions such as the following:

- 1) How early did you indicate a non-traditional career interest?
 - 2) What were problems you encountered in finding your "place"?
 - 3) What advice would you give to those seeking non-traditional roles?
 - 4) What are the specific rewards of "working upstream" through life — going against convention, fighting stereotype?
 - 5) Realistically compare the advantages and the disadvantages for others attempting to seek a non-traditional role.
 - 6) Would you recommend this option for others?
- d. Illustrative questions for Prosper Merimee's short story "Mateo Falcone":
- Mateo Falcone is a short eighteen page story about a Corsican peasant and his only son, young Fortunato, who breaks the Corsican Code of Honor that results in tragedy. Fortunato provides a hiding place in the haystack for a fellow Corsican peasant bandit being pursued by the military. A silver watch is placed before him as payment for information about the refugee.
- 1) What character traits are revealed through Mateo's actions?
 - 2) What is Mateo Falcone's attitude toward his son at the beginning of the story?
 - 3) What is his attitude at the end?
 - 4) Why does Mateo react the way he does when the fugitive calls him a traitor?
 - 5) What value conflict confronts Fortunato?
 - 6) What value conflict confronts Mateo?
 - 7) What would you have done if you had been in Fortunato's place?

- 8) What would you have done if you had been in Mateo's place?
 - 9) There are at least four values presented in this story. First list them and then rank them according to which you feel is most important (number one), next in importance (number two), etc.
- e. Illustrative Discussion Questions for "Flowers for Algernon" by Daniel Keyes:
- Flowers for Algernon is a 274-page novel which tells a tender poignant story about Charlie Gordon, who is mentally retarded. In an attempt to become normal he undergoes a brain operation similar to the one performed on an experimental animal named Algernon. The novel is a series of progress reports Charlie writes telling his experiences of living in a society which does not accept the mentally retarded.
- 1) Describe Charlie's personality before his operation. What are his abilities? His values? His personal characteristics?
 - 2) Imagine that you are trying to find a job for Charlie before his operation. What things would you take into consideration and what kinds of jobs would you suggest for him?
 - 3) Describe Charlie's personality after his operation. What are his abilities? His values? His personal characteristics?
 - 4) Now imagine that you are trying to find a job for Charlie after his operation. What things would you take into consideration and what kinds of jobs would you suggest for him?
 - 5) Do you think intelligence is the most important factor to consider in finding a job? What other factors might be more important?
 - 6) Do you see any signs that our society may be improving in its role of accepting minority or handicapped groups?
 - 7) Imagine that you have been elected to a Society Board of Mental Retardation. Where and how would you begin to bring about change in attitudes of people?
 - 8) Think of ways in which Charlie's abilities and interests could have been utilized by society?
 - 9) Think of some people who would have benefitted by what he had to offer.
 - 10) What values did Charlie have that you also share?
 - 11) Contact the local association for the mentally retarded and invite a representative working in that field, a parent, or a volunteer to speak to the class. Make a field visit to an institution for the mentally retarded. Develop a service project for them.
- f. Illustrative Discussion Questions for "Richard Cory" by Edward Arlington Robinson: (Appendix, p. 38)
- 1) Judging from the specifics he mentions, what kinds of material things does the narrator (not Richard) value? What kinds of actions, attitudes?
 - 2) What evidence can you find to suggest that Richard Cory's values were similar or dissimilar to those held by the townspeople?
 - 3) With whom do you empathize — the speaker in the poem or Richard? Would you say your values are more like the speaker's or Richard's?
 - 4) If you had been Richard, would the poem have ended differently? What personal characteristics or values in you would have made it so?
 - 5) Was Richard Cory a successful person in his own eyes? In the eyes of others? What are the typical criteria for success in American society? Do all people share these values? Is the "American Dream" of success different from that in other cultures?
 - 6) What is your own idea of a successful person?
- g. Illustrative Discussion Questions for "A Fable: X":
- This is a short story of a baby born without a sex identification other than X. It illustrates the problems associated with sex stereotyping for both boys and girls and the ways in which the socialization process influences society's expectations of us and our own expectations of ourselves.
- 1) React to the story — did you like it or not and why?

- 2) What age group would most enjoy this story?
- 3) Now discuss the content of the story. Would this be a good way to raise a child? What if *all* children were raised this way?
- 4) Would masculinity and femininity still exist? What would the words mean then?
- 5) Was X a male or female? (think back to the things it could do)
- 6) Why was everyone so angry at X and its parents?

h. Illustrative Discussion Questions for Richard Bach's *Jonathan Livingston Seagull*:

Jonathan Livingston Seagull is a short 40-page novel which may be read on many levels. It has been said that one's interpretation depends on what one brings to it. On one level the book is an excellent career development story, for it tells the story of a young gull who wants to discover his own creative possibilities and fly creatively, in ways that gulls normally do not fly. He breaks away from the flock, has a peak experience, and is consequently banished to the Far Cliffs. Eventually he returns to the flock to teach other gulls that life has creative possibilities.

- 1) What kind of characteristics did Jonathan possess that made him want to leave the flock? To fly so creatively? To return to the flock?
- 2) How did his father discourage him?
- 3) Do you believe that "all there is in life is to eat, to earn a living"? What statements can you find that talk about life's meaning? What meanings are there other than "to eat and stay alive"?
- 4) What were the consequences of Jonathan's activities? Did he anticipate what they would be? Do you think he would have done the same thing if he had known the consequences?
- 5) Have you ever had a "peak experience" like Jonathan's? Share it with your classmates (or in a small group).
- 6) Some say that Jon is extremely vain and proud. Do you agree or disagree? What evidence can you find that he is also concerned about others?
- 7) What does Jonathan gain by his actions? What does he give up?
- 8) Jonathan and all the characters in the story are male. Assume Jonathan had a sister named Jennifer. Do you think she would have goals and needs similar to Jonathan's.
- 9) What is the major message of this story for you? Are you a Jonathan or a Jennifer? Are most people? In what ways?

NOTE: A sample booklist of novels and short stories appropriate to junior high students for further studies of values is included with the resource materials for Part I of this package (Appendix p. 48). Many junior high anthologies have short stories built around a theme such as "Work and Life," which may provide related materials. Do not overlook the possibilities of similar discussions based on characters of T.V. shows like "The Waltons," "All In The Family," "Star-trek," "Ironside," "Marcus Welby," "Cannon," "Sanford and Son," and the afternoon soap operas such as *The World Turns* and *General Hospital*; current public figures or movie heroes and heroines; and lyrics of the latest popular recording stars such as Helen Reddy's "I Am Woman," Sammy Davis Jr.'s "I Gotta Be Me," Simon and Garfunkel's "The Sounds of Silence" (Appendix p. 39) "Sing a Song" by the Carpenters, "Black and White" and "Joy to the World" by Three Dog Night, Judge Strunk's "The Searchers," or other pop tunes which effect concern for meaning in life or express value concerns. Although songs are quickly dated, those included here are merely illustrations. The teacher who uses this activity will want to have students identify current tunes which reflect social concerns related to life's meaning.

4. Career-Development Oriented Composition Suggestions

- a. Have students write a theme in which they contrast the values, interest, and abilities of the main character in one novel with those of the main character in another.
- b. Have students write a theme in which they contrast the values held by the

protagonist and the antagonist of the same novel, short story, play, or poem.

- c. To increase awareness of students' own values, a one-paragraph assignment might ask them to state in a topic sentence one area which is of importance or influence in their lives and to cite three specific examples of their behavior within the last month that proves that morality, money, love, friendship, etc. is a major consideration in their actions.
- d. Three or four such paragraphs could be combined later in the year for a longer theme. For example, one paragraph devoted to friendship, one to education, and one to morality might support a thesis such as, "Three things I value greatly affect my thoughts and actions."
- e. Students could be asked to compare themselves to an inanimate object which they choose. A topic sentence like, "A door knob and I have a lot in common," would be supported by descriptions of the way in which the student perceives they are similar or dissimilar.
- f. A Captain Doolittle "Talking to Animals" theme could be used to have students write a paper in which they tell their favorite animal about the three things they consider most important in life at this point in time.
- g. "How I Am Unique" is a topic that could be used for a written assignment or for an informal oral presentation to the class. One member could describe another's uniqueness if that is less embarrassing, but you might get into a good discussion with the earlier idea about how we are conditioned to own up to our weaknesses rather than to our strengths. Lead students to see the value of having a somewhat objective appraisal of both. Some teachers use this activity to begin the year's activities together. One female student who saw herself as a creative, achievement-oriented person entitled her theme, "The First Woman President—Me." A boy who apparently saw a little of the risk-taker, free spirit type in himself called his "Jonathan Livingston Nelson."
- h. Have students write a press release (testimonial, say twenty years from now) or an obituary on themselves. Include mention of occupation, position, outside

activities, hobbies, family, experiences, awards, life style, etc. Try to include what you really desire and expect to happen.

- i. Have class members write a self-description of traits, abilities, and values as they think they would be described by a person who knows them very well. At the end, have them wind up with single, summary-type appositive statement which captures the heart or soul of themselves in a nutshell: "George Smith, a boy who . . ."

5. Bulletin Board Ideas

- a. Very helpful for stimulating thought and discussion is a "ladder" of brightly colored tag-board cards approximately 5" by 11" on which you have printed names of value-laden areas (money, friendship, love and sex, religion and morality, leisure, work, politics and social organization, family, self, etc.). Punch holes at the top and bottom of each card and connect them with unfolded, large paper clips so they hang like a mobile in front of your classroom or down one side wall. Top card might read, "What are your priorities?" Refer to the "ladder" when discussing characters' values, values in the news and t.v., and actions of people in the school and community to build a consciousness of values and their influence.
- b. To increase awareness of value judgments in current issues, have students bring *Time* or other magazine covers dealing with relevant issues: the sexual revolution, the pill culture, ecological issues, Watergate, racism, sexism, stereotyping, the Cambodian War, minority problems, the mafia, crises in education, etc. Use a slogan like "TIME to look at American Values" and allow time in class for students to react to value conflicts they have strong feelings about; or you might poll the class ala the "Value Sharing" method described in number ten below.
- c. A slogan like "Values In The Newspaper" could be illustrated on a colorful board with clippings brought by the class members. Include advertisements, cartoons, want ads, headlines, editorials, etc., and take a minute or two to discuss the items at the beginning of the period on the days they are brought in and posted.

6. Test Interpretations

Most junior high schools give a variety of interest, aptitude, achievement, and personal-

ity tests during the 8th and 9th grades. This provides an opportunity to involve the counselor in your classroom. Interpretations either individually or in groups might be correlated with your emphasis on "Who am I?" in this portion of the package. Care should be taken to assure that students know the limitations of tests and understand that tests provide only one kind of information about oneself and that there are many ways in which one can get "data" about oneself. They should also be made aware of the fact that they are emerging, developing individuals who may be very different as seniors in high school or as adults than they are now.

7. A Moral Dilemma: A Gift of Life

In the process of discovering what our values are and how they affect our actions, we look at other people's lives to study and learn from them. To increase an awareness of value judgments, we place ourselves in situations which require us to weigh and measure our own values. The following exercise is one which requires the students to weigh their values.

- a. Have the students divide up into small groups of four or five. Hand out the sheet "A Moral Dilemma — A Gift of Life." (Appendix p. 41). Ask students to have their decisions made in twenty minutes. As students struggle with their decisions, circulate and observe the groups, but refrain from entering into the problem solving. After twenty minutes, call the class to order and ask the following questions:

- 1) Although this selection process is no longer a practice in our state, how do you feel about being a member of the hospital board and being faced with this decision?
- 2) How did you make your decision?
- 3) What were the alternatives that you considered?
- 4) What did you value most in your choice of patient? age? sex? ethnic background? wealth? ability? talent? potential? career? contribution to society?
- 5) How do you measure a person's value to society? A person's "right" to live?
- 6) Do you observe anything happening today that indicates society's values are changing rather than remaining constant?

- 7) How have your own values changed within the past few years?
- 8) How has society's values changed regarding working women, war, minorities' rights, Watergate, abortion, death, etc.?
- 9) Are your values compatible or incompatible with society's?
- 10) How can you go about working for changes for your generation in the next twenty years?

b. Alternative activities

Students who seem interested in pursuing information related to values study can be exposed to several other exercises which will bring them in contact with community and printed resources. Other students may enjoy creative art interests. The students themselves may have interesting ideas for independent continuing study.

Suggestions:

- 1) Create a colorful bulletin board depicting the class values under the title "Gift of Life for You and Me". Using magazine pictures, show the many values that were discussed in this exercise.
- 2) Prepare a Gift of Life Collage depicting the things I want to accomplish in my lifetime.
- 3) Using the statement "They Said It Couldn't Be Done, But I Did It" or "I am one" introduce men and women personally or in biographies whose accomplishments illustrate this statement. The student responses may be written, given orally, in book report form, collage, bulletin board, tape recorded, or video taped. Include a panel of community or staff people who represent the "I did it!" people.
- 4) Tape record (optional) interviews of community people who are considered valued by society for their contributions. Ask them to consider sharing in person their contribution with your class. The main interview question might be "They said it couldn't be done so *how* did you do it?"

8. I Am Valued

Discuss the poem "I Am One" by Edward Everett Hale (Appendix p. 42). Encourage students to share personal feelings about their lives.

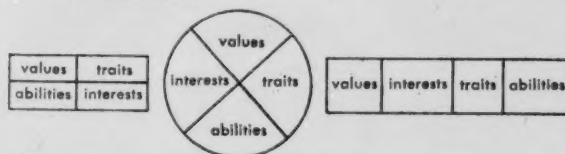
- a. Prepare an "I Am Valued Because I Am One" statement with your own reasons for feeling you are valued by specific significant others. Then ask others — parents, relatives, peers, neighbors, teachers, minister-rabbi-priest, employer (babysitting, yardwork, paper carrier, all junior high school student jobs) to make statements, opinions, comments of how you, as a person, are valued at home, in the neighborhood, at school, and in the community. Make up an attractive booklet of it and share it with the class.
- b. If music is your interest, collect and/or list records that illustrate your value to yourself and others. Share your music with the class along with a statement of your value as an individual to society. Records may be played during quiet reading time or during first or last five or ten minutes of period as seems appropriate. A few suggestions are: "I Am Woman" by Helen Reddy, "I Gotta Be Me" by Sammy Davis Jr., "The Searchers" by Judge Strunk, "Sing a Song" by the Carpenters, "Joy to the World" by "Three Dog Night" and "Black and White" by Three Dog Night, "Father and Son" by Cat Stevens, "Salvation" by Elton John, "Stand" by Sly and the Family Stone, "What's Going On" by Marvin Gaye, "How We are in the Years" by Neil Young, "Sitting" by Cat Stevens and "Both Sides Now" by Joni Mitchell.
- c. Have students complete the sheet on work-related personal characteristics (Appendix p. 43). Discuss individual characteristics required for particular jobs, i. e. restaurant work requires the person to be clean in dealing with food, working at a cash register necessitates the person to be capable and careful, babysitting requires a person to be accepting and patient, a tour guide needs to be polite. Have students discuss the characteristics they value the most.
- d. Have students plan a trip to another planet to start a new life. Only seven members of the class are able to go. How can they decide who is most valued and will be chosen? The class members themselves will decide by voting. Discuss what skills are essential to basic living and survival. Have each student interview a community member who might have these skills i.e. carpenter, doctor, farmer, psychiatrist, historian, craftsman, etc. Do not overlook the fact that one person may have many

skills and therefore be more valuable and more likely to be chosen to go i.e. a banker may be a skilled carpenter by hobby, a scientist may enjoy gardening. Have the student explain the project to the person being interviewed and ask questions such as — What are your abilities, talents, and values that would make you more likely than another person to be a valuable asset on a new planet? Students may wish to tape record the interview to help prepare speeches for the class in which they role play the person they have interviewed. Have students try to convince the class of their value to the new community life. Any skill that can be demonstrated to the class strengthens the possibility for the student to be chosen i.e. producing electricity from raw materials or being able to prepare food from available resources.

9. Collage of Myself

To get students to summarize what they have learned about themselves through the various "Who am I?" (Part I) activities and discussions as well as to provide some useful data for Part III in which students will attempt to identify certain occupational areas they will investigate further, have the class members prepare a collage of magazine pictures on a large sheet of tagboard to represent themselves.

- a. Stress the fact that one doesn't have to be an artist. Anyone can cut and paste pictures.
- b. Suggest dividing the poster into areas or attractive patterns so as to separate pictures representing values which influence me, personality traits I have, abilities, and interests.



You can help students distinguish among these areas by giving examples. For instance, a person who places a great deal of value or worth on religion and morality might be shy or outgoing as a personality type, have skill in fixing cars or cooking foreign foods, and be interested in any number of things like the women's move-

ment, "helping professions," student rights, the Peace Corps, communal living, etc.

- c. A good way to introduce the project is to bring a partially completed sample poster of yourself to show the class. Model honesty and self disclosure as well as creativity. As you interpret the pictures, convey to the class that they probably won't find or want pictures that exactly illustrate the things they want to describe about themselves, but they can use pictures symbolically. Suggest that they avoid all literal pictures and a presentation that falls into a rut like: "This is a picture of a girl; that's supposed to be me. This is a picture of a house; that's to represent my house," etc. Strive rather for an imaginative selection of pictures: "I chose this picture of a broken doll to represent part of my personality which is my desire to fix troublesome situations, to heal relationships, to solve problems among people and/or nations." A picture of a large carrot might be used to represent an interest in cooking or health foods or to suggest a type of personality who is bright, colorful, crisp, spunky, sparkly with a zest for life—but a little green. Similarly, a picture of Liza Minelli might be used to represent an interest in making movies or in becoming a professional musician. Another person could use the same to symbolize a value such as having enough money to afford three cars, two boats, lots of clothes, an airplane, vacations in Las Vegas, etc. Still a third person

might see in that same picture a personality trait like a sense of humor.

- d. The collages should be assigned far enough in advance so they will be ready for use at the beginning of Part III. Explain that students will be asked to interpret their pictures informally to a small group of classmates (5-6) who will try to help them discover about a half dozen occupational areas for which they might be or might become qualified, two of which they will investigate in greater detail in Part III.
- e. After looking at English-related occupations and general occupational areas in Part II, each individual might write down on the back of his/her poster six general job areas in which he/she thinks his/her present values might be satisfied. After members of his/her group have made their suggestions following his/her poster presentation, he/she could share ideas and compare.

10. Value Sharing

Students' collages, journals, booklets, compositions, reports and bulletin boards may be highlighted in the values discussion based on the story on Assistant Law Dean 'Gives It All Up' (Appendix p. 44). Have students share what they have learned about themselves through the Part I Study of Values. Who Am I? I Am One. I Can Do Something! Now encourage students to go on to Part II and discover the options and opportunities that are available to them.

APPENDIX FOR PART I

VALUES SURVEY*

NAME _____

DATE _____

Directions: Twenty values or human needs are defined below. After reading each definition, circle the X to indicate how important that particular value or need is to you.

1. **Justice:** The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
2. **Interest for others:** Doing things for other people; concern for their interests

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
3. **Recognition:** Being made to feel significant and important; being given special notice or attention

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
4. **Pleasure:** The agreeable emotion accompanying the possession or expectation of what is good or greatly desired; satisfaction or gratification

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
5. **Wisdom:** Insight, good sense, understanding; the ability to discern inner qualities and relationships

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
6. **Honesty:** Not being deceiving in words or behavior; fairness and straight forwardness of conduct; integrity

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
7. **Achievement:** Accomplishment; to bring to a successful conclusion; to attain a desired goal or aim

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
8. **Autonomy:** Ability to make your own decisions about your life; ability to be a self-determining individual

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
9. **Wealth:** Abundance of material possessions or resources; affluence

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
10. **Love:** Affection based on admiration; unselfish devotion

Not important	X	Quite important	X
Moderately important	X	Extremely important	X
11. **Aesthetics:** The appreciation and enjoyment of beauty for beauty's sake

Not important	X	Quite important	X
Moderately important	X	Extremely important	X

12. Power:	Possession of control, authority or influence over others			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
13. Physical Appearance:	Concern for the beauty of one's own body			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
14. Health:	The condition of being sound in body; freedom from physical disease or pain; the general condition of well-being			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
15. Skill:	The ability to use one's knowledge effectively and readily in execution or performance; technical expertise			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
16. Emotional Well-being:	Freedom from overwhelming anxieties and barriers to effective functioning; peace of mind			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
17. Knowledge:	The seeking of truth, information, or principles			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
18. Morality:	The belief in and keeping of ethical standards			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
19. Religious Faith:	Communion with, obedience to, and activity in behalf of a Supreme Being			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X
20. Loyalty:	Maintaining allegiance to a person, group, institution, or political party			
	Not important	X	Quite important	X
	Moderately important	X	Extremely important	X

*SOURCE: The Values Survey and Auction, though slightly modified, came from: Combined Motivation Education Systems, Inc.; 6300 River Road; Rosemont, Ill. 60018.

NAME _____

DATE _____

ITEMS TO BE AUCTIONED

Directions: Assume that you have \$1,000.00 to bid in competition for the items listed below. Budget your assets as you see fit. You may transfer money from item to item during the auction if somebody overbids you or if you change your mind. You may not spend over \$1,000.00 in total. Tally the winning bids and each winner's name in columns two and three on the day of the auction for use in discussion later.

	AMOUNT BUDGETED	HIGHEST AMOUNT BID	WON?
1. A chance to rid the world of prejudice	_____	_____	_____
2. A chance to serve the sick and needy	_____	_____	_____
3. A chance to become a famous figure (Movie star, baseball hero, astronaut, etc.)	_____	_____	_____
4. A proposal that will triple your company's earnings this year	_____	_____	_____
5. A year of daily message and the world's finest cuisine from the world's best chef.	_____	_____	_____
6. A chance to know the meaning of life	_____	_____	_____
7. A vaccine to make all persons incapable of graft or lying	_____	_____	_____
8. A chance to set your own working conditions	_____	_____	_____
9. To be the richest person in the world	_____	_____	_____
10. The Presidency	_____	_____	_____
11. The perfect love affair	_____	_____	_____
12. A house overlooking the most beautiful view in the world, in which you may keep for one year 40 of your favorite works of art	_____	_____	_____
13. A chance to be the most attractive person in the world	_____	_____	_____
14. A chance to live to 100 with no illness	_____	_____	_____
15. Free psychoanalysis with a genius analyst	_____	_____	_____
16. A complete facsimile of the New York Public Library for your private use	_____	_____	_____
17. An audience with the leader of your faith	_____	_____	_____
18. A chance to rid the world of unfairness	_____	_____	_____
19. A chance to donate \$1 million to your favorite charity	_____	_____	_____
20. A chance to be voted Outstanding Person of the Year and praised in every newspaper in the world	_____	_____	_____

	AMOUNT BUDGETED	HIGHEST AMOUNT BID	WON?
21. A chance to master the profession of your choice	_____	_____	_____
22. A year with nothing to do but enjoy yourself, with all needs and desires automatically met	_____	_____	_____
23. A chance to be the wisest person in the world, and to make only right decisions for one year	_____	_____	_____
24. A chance to sneak "authenticity serum" into every water supply in the world	_____	_____	_____
25. A chance to do your own thing without hassling	_____	_____	_____
26. A room full of pennies	_____	_____	_____
27. A chance to control the destinies of 500,000 people	_____	_____	_____
28. The love and admiration of the whole world	_____	_____	_____
29. Unlimited travel and tickets to attend any concert, play, opera, or ballet for one year	_____	_____	_____
30. A Total Make-Over: new hairstyle, all new wardrobe from the designer of your choice, two weeks at a beauty spa such as Main Chance	_____	_____	_____
31. Membership in a great health club	_____	_____	_____
32. Anti Hangup pill	_____	_____	_____
33. Your own omniscient computer, for any and all facts you might need	_____	_____	_____
34. Chance to spend six months with the greatest religious figure of your faith, past or present	_____	_____	_____

AUCTION KEY

The values embodied in the items auctioned are listed below. The numbers are those of the auction items. You may want to compare the values you place money on at the auction with the values you

said you consider to be of worth on the values survey exercise you took previously. Three of those items (morality, skill, and loyalty) have not been keyed to any auction items.

- 1 & 18 — justice
- 2 & 19 — interest for others
- 3 & 20 — recognition
- 4 & 21 — achievement
- 5 & 22 — pleasure
- 6 & 23 — wisdom
- 7 & 24 — honesty
- 8 & 25 — autonomy
- 9 & 26 — economic

- 10 & 27 — power
- 11 & 28 — love
- 12 & 29 — aesthetic
- 13 & 30 — physical attractiveness
- 14 & 31 — physical well-being
- 15 & 32 — emotional well-being
- 16 & 33 — knowledge
- 17 & 34 — religious

A WEEK OF MY LIFE IN THE YEAR,

TIME	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	SUMMARIES												
								SLEEP	EAT	STUDY	PERSONAL	WORK	CLASSES	TRAVEL TIME	SOCIAL	LOST HOURS	TOTAL			
A.M. 6:00																				
7:00																				
8:00																				
9:00																				
10:00																				
11:00																				
12:00																				
P.M. 1:00																				
2:00																				
3:00																				
4:00																				
5:00																				
6:00																				
7:00																				
8:00																				
9:00																				
10:00																				
11:00																				
12:00																				
								NAME:												
								DATE:												

I'M NOBODY, WHO ARE YOU?

by

Emily Dickenson
(1830-1886)

I'm Nobody! Who are You?
Are you Nobody too?
Don't tell! they'd advertise you know!
How dreary to be Somebody!
How public, like a frog
to tell one's name the live long June
To an admiring Bog!

STEREOTYPE ROLES OF MEN AND WOMEN

The purpose of this assignment is to discover elements in our culture which have contributed to the stereotyped roles of men and women. Go to a media center, career or resource library to find materials that relate to your field of interest. Discuss topics with another student and present to the class.*

1. Prepare a list of famous women for the class and tell about their accomplishments.
2. Find examples of ads that teach men and women what roles to follow.
3. Find several examples of sex discrimination against men or women in newspapers, television, in jobs. Explain to class.
4. Make a collage of what society considers to be the "ideal" woman or man.
5. Rewrite a child's story without discrimination by role.
6. Go through several children's storybooks. Analyze these stories according to the sheet on evaluation literature. (Appendix p.)
7. Or do the above with the book you have read.
8. Find games or toys that are teaching children roles. Bring them to class and explain what they are teaching.
9. Collect cartoons on women's liberation and describe the stereotypes that are being presented. Explain what a stereotype is.
10. Look into the legal side of the feminist cause. What rights are women not given now? How does the present system hurt men? Or discuss the Equal Rights Amendment.
11. Present an artistic or written presentation on women's history.
12. Make a bulletin board making a statement on the women's liberation movement.
13. Analyze records by the roles they are teaching and reinforcing.
14. Create a society where people are equal—not in ability, but in the chances they are given. There are no roles set up with respect to sex, color, or religion. Explain how it would work in writing and drawing.
15. Find examples of job discrimination from interviewing people, or from written materials.
16. Prepare a debate with another person that relates to stereotyped roles. e.g. Men and women should have equal roles and responsibilities in work and family.

*Note: No more than two people may choose any one topic.

17. Research and report on school sports for boys and girls. Is it equal? Is there discrimination?

SOME CRITERIA FOR EVALUATING STORIES

1. Is the hero or central character male or female?
2. Are males and females portrayed in roles other than traditional ones?
3. Are males pictured doing housework or feeding children?
4. Are there female doctors, carpenters, etc?
5. Are the females pictured doing active things, or do they just sit and watch?
6. How are animals personified? Does Mama Bear always serve the porridge?
7. Are people of different physical types portrayed, or are the women all pretty and children all healthy and rosy-cheeked?
8. Count the pictures of females, female characters, and references to females. Are they half of the total?
9. Are the females independently significant or are they side kicks to male characters? Do they have names, or are they known as Mother or _____'s wife?
10. Do males and females share in activities? (e.g. working together in the laboratory).
11. Do the males appreciate the company of the females, or do they put down their interest and activities as "girl stuff"?
12. How much emphasis is given to female values like compassion, consideration, tenderness, as opposed to traditionally male values like competition, daring, toughness? Are these values offered as ideals for both sexes?

TELEVISION ADVERTISING

Today we are taking a look at advertising and the possible things it is teaching us. This doesn't mean that the image presented of women is bad or wrong—but when these are the *only* ideas presented and they influence us so much, they are shaping us and telling us what women and men should be. The point is that men and women should be presented in a variety of situations with different skills. This is *not* to suggest, however, that women doing traditional things are inferior or wrong; but that women should be shown (and men too!) doing and wanting lives that are non-traditional as well.

Based on these commercials:

1. What are the general images that women are being told to want?
2. What are the general images that men are being told to want?
3. What skills are women supposed to have in the situations presented?
4. What skills are men supposed to have in the situation presented?
5. What are women doing or worried about?
6. What are men shown doing?
7. What difference might you expect between

daytime and nighttime advertising?

8. What are some of the sponsors products that will automatically make you a "somebody" if you use them?
9. Why do you think women and men are shown in commercials doing "the traditional" stereotyped jobs? Who is establishing societies values?
10. Write a realistic commercial that reflects your own values.

Adapted from
Fairview Junior High School
Roseville, Minnesota

VALUES VOTING

1. A woman's place is at home.
2. Children belong to their mother more than their father.
3. Husband and wife should be equal to each other.
4. Boys are smarter than girls.
5. Men should not do housework.
6. If a woman works, she should still do all the housework.
7. I would vote for a woman for President if she were the best candidate.
8. Money spent on athletics should be evenly divided between boys and girls.
9. Women should be paid less for doing the same work as men.
10. Women are less responsible than men.
11. Men should not cry.
12. Masculinity refers to how strong a man is.
13. Femininity refers to how weak and helpless a girl is.
14. A good doctor might be either a man or a woman.
15. All students should choose between Home Ec. and Industrial Arts.
16. Boys should have more education than girls.
17. Women should choose whether or not they want an abortion.
18. Men should not be secretaries.
19. It is fine for a woman to be the boss in a business.
20. Women should only try for jobs that are "women's jobs" like nurse, teacher, secretary, clerk. They should not be business people, doctors, truckdrivers, or pilots.

[illegible]

—Fairview Junior High School
Unit in English Class

RICHARD CORY

by

Edwin Arlington Robinson

Whenever Richard Cory went to town,

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

(From Perrine and Reid, *100 American Poems*, New York: Harcourt, Brace & World, Inc. 1966, p. 1)

Student Sample*

THE SOUNDS OF SILENCE

Paul Simon demonstrates, in this song-poem, his ideas that people are becoming social robots with no opinions or individuality. In a dream he envisions the world around him. Standing under a street lamp at night, the stillness is broken by "the flash of a neon light," signifying the care-free, untroubled public. He sees "ten-thousand people, maybe more," who are not saying anything of real value or importance, and who may hear about the problems and troubles of the world, but close their ears to it and don't listen. He thinks that people are afraid to express their own views on these troubles and only a few have the courage to break away from the rest and say what they think is right. He feels that people put too much of a materialistic value on life and this in turn causes many of the problems. He wants to warn people of their plight but they won't listen to someone who dares to speak out against everyone else. In conclusion, Paul Simon feels that people are afraid to express their own ideas and opinions

*Note: Although it is recognized that this song is already dated and one to which the current generation of junior high students may not relate, the sample is included to suggest what might be done with any current pop song related to this theme and with which students identify.

because they would be persecuted by other members of a group of social and mental lookalikes called human beings.

Suggestions to the teacher:

1. Suggest that your students do a better job of relating generalizations of interpretation to quoted lines or phrases. The writer above does this in two places only.
2. Perhaps the topic sentence above would make a better thesis statement. Each supporting paragraph could then show how one section of the song elaborates on that theme.
3. Have students add a paragraph of personal reaction to the message of the lyrics. Does it express their feelings and values? Are there ideas in the song with which they cannot agree? Can they cite examples from their experiences which support the theme of the song?
4. You may want to purchase a copy of *The Poetry of Rock*, edited by Richard Goldstein. It is a 1969 publication from Bantam for \$1.00 in paperback.

A MORAL DILEMMA: A GIFT OF LIFE

This hospital, at present, has only one opening for the use of its kidney machine and four persons who need to use it. We, the board of the hospital, have been asked by the doctors to decide which of the four to allow the use of the machine. The other three will surely die. The first person is in his sixties — a very wealthy man and a heavy financial contributor to the hospital. The second is a Ph.D. student who has extraordinary talent in her work as a cancer researcher. The third is a young tool and die maker, an acknowledged craftsman. The fourth is a 10-year old minority youth. Little is known of his background. The medical chances for the four are the same; they would each benefit by the use of the machine and without its immediate use, the prognosis is early death.

We have 20 minutes to decide!

Illustrative Discussion Questions for "I Am One" by Edward Everett Hale. (p. 1)

- 1) How does the author indicate faith in himself as a person?
- 2) How can we discover our own needs, strengths, interests and abilities? What are yours? What are some which you admire in a friend?

- 3) Name some things that you as one person can do.
- 4) What are some ways to accomplish the things you'd like to do?
- 5) How can we do what needs to be done when no one else does it or cares whether it gets done?
- 6) Discuss some people who "lived" this statement: "They said it couldn't be done, but I did it."
- 7) A woman invented the windshield wiper. Can you think of any other things that have happened in the world that affect you because one woman or one man believed in the above philosophy?
- 8) What are some qualities a person may have or needs to further develop to enable him to accomplish the "something" he wants to do?
- 9) What are some influences in your life that may cause you to have difficulties accomplishing your goal?
- 10) Who are some people in your life who may be able to help you accomplish your goals?

WORK RELATED PERSONAL CHARACTERISTICS*

Below is a list of 12 characteristics arranged in alphabetical order.

Study it carefully, then place a 1 next to the characteristic which is most important for *you*, place a 2 next to the characteristic which is second most important, etc. The characteristic which is least important, relative to the others, should be ranked 12.

When you have completed ranking all of the characteristics, go back and check over your list. Please take all the time you need to think about this so that the end result is a true representation of *your* values.

- _____ ACCEPTING (Of others, aware)
- _____ AMBITIOUS (Hard-working, conscientious, ambitious)
- _____ CAPABLE (Competent, efficient)
- _____ CAREFUL (Cautious, reserved)
- _____ CLEAN (Neat, orderly)
- _____ COURAGEOUS (Standing up for your beliefs)
- _____ INTELLIGENT (Rational, bright)
- _____ PATIENT (Calm, willing to wait)
- _____ POLITE (Courteous, well-mannered)
- _____ PRACTICAL (Down-to-earth, realistic)
- _____ TENDER (Gentle, warm-hearted, giving)
- _____ TRUSTING (Not suspicious, trustful of others)

1. Share with the other members of the group the two characteristics most important to you and the two characteristics least important to you, and then explain the basis for your choice.
2. Share your reactions and feelings with others about their choices.
3. How do you feel about other members of the group's reactions and feelings to your choices? Share with the group.
4. Does having certain characteristics as opposed to other characteristics make one a better person? Discuss.
5. If the group chooses, repeat the process, indicating the second two characteristics most and least important to you.

*Adapted from NEXTEP (New Exploratory Teacher Education Programs)
Dr. Merrill Harmin
South Illinois University
Edwardsville, Illinois

ASSISTANT LAW DEAN 'GIVES IT ALL UP'

Dick Swanson works hard for what he believes in. He is assistant dean of the Law School. He's 31 years old and makes \$20,000 a year.

But this month he is giving it all up.

Swanson and his wife Bonnie are selling their suburban Minnetonka home and will move with their six-year-old twins, Brian and Lynn, into a tent in an isolated area of northern Minnesota.

"After thinking about my life style and my career," Swanson said in an interview, "I found they are not really related to my values. I work for many things I don't really believe in and I work hard."

Swanson said he has found his career satisfying, but he said he wants to quit before he becomes more economically tied to it.

A 1966 graduate of the Law School, Swanson has been assistant state public defender for Hennepin County and an attorney with the firm of McLaughlin and Harstad in Minneapolis.

As assistant dean, Swanson has been in charge of admissions, scholarships, and job placement. He has helped to increase minority enrollment in the Law School.

Although he is concerned about the "cop-out implications" of his action, Swanson said he preferred to retreat, at least temporarily, to the wilderness "rather than to sacrifice my life and that of my children in an effort to slow a machine that can't be stopped anyway."

"I spent two rather satisfying years helping poor people who were charged with crimes. But this came to be excessively demanding on my time and my family," he said. "And it seems that with any job you're working on you have to support too many things you don't believe in yourself."

Last fall, Swanson purchased a four-acre lot at the end of a road near the Canadian Border and the Boundary Waters Canoe Area in the northeastern tip of the state.

He said he and his wife have saved enough money to live there for a year, without electricity or a telephone.

"We hope that by the time it gets too cold to live in a tent, we will have a cabin built," he said. "We will cook and heat with wood and light with kerosene."

"I expect to work with my hands and my back a little bit. There will be furniture to build," he said. "My principal occupation will be the sustaining of life. And we will have to educate the children, who will not be in school next year."

*From *University Report*, Vol. 3, No. 18, June 1, 1972. Published by Dept. of University Relations, S-68 Morrill Hall, University of Minnesota, Minneapolis, Minnesota.

Mrs. Swanson is enrolled in a correspondence course from London to study the Montessori system of education. "From this, we get ideas about educational projects for the kids," he said.

Swanson expects to get to know his family better. "I haven't had the time to know my children as my wife has."

After his year in the wilderness, Swanson doesn't know what he will do.

"I like security as much as anyone," he said. "There may not be a doctor handy in the north country, and the job market may not be very good when the year is over. There were a lot of serious questions we had to face."

He admits that he is able to afford the retreat because of the income he has received as a lawyer. But he said many students entering Law School don't know what they're getting into.

"If you're going to be a 'successful' lawyer, you have to work within the system 100 percent. Most lawyers' goals in life are \$40,000 to \$50,000 a year," Swanson said. He said a small percentage of law students are more interested in social issues than their own economic security.

A VALUES SHARING EXPERIENCE

1. Swanson expresses concern about the "copping out implications" of his action. Do you feel he's copping out of society?
2. What things does he value that he hopes to attain by this change?
3. Would you do it if you were in his shoes? Why? Why not?
4. Will the career choices you're thinking of permit you to fulfill your values and find what you consider an acceptable life style within society as you know it?
5. Do you know about other people who have made major shifts in their careers in mid-adulthood? Is this an unusual step or is it becoming more common?
6. Do you know about any people your own age whom others consider to be "copping out?"
7. What is your interpretation of "copping out?"
8. Can it be positive and negative? In what ways would you consider positive action? In what way is "copping out" a negative action?
9. What were some factors in Swanson's life to influence him to make a change?
10. What are some factors that influence you in your own daily life that you would like to change?

11. What subjects studied and skills acquired would allow you to enter more than one or many fields?
12. What do you daydream about doing with your life? Can the work and play area be a possible combination?

VALUE SHARING*

"Is it not ironical that in a planned society of controlled workers given compulsory assignments, where religious expression is suppressed, the press controlled, and all media of communication censored, where a puppet government is encouraged, but denied any real authority, where great attention is given to efficiency and character reports, and attendance at cultural assemblies is compulsory, where it is avowed that all will be administered to each according to his abilities, and where those who flee are tracked down, returned, and punished for attempting to escape — in short, in the milieu of the typical large American secondary school, we attempt to teach 'the democratic system'?"

—Royce Van Norman, *Phi Delta Kappan*, Feb. 1966

Phi Delta Kappa Inc.

1. Considering your present and past experiences in schools, to what extent do you agree with the above analysis of our schools? Do you agree with his description of the schools and with his opinion that it's ironical to teach democracy in such an environment? Circle your place on the continuum.
Totally Disagree 1 2 3 4 5 6 7 8 9 10 Totally Agree
2. List some of the undemocratic methods which you've experienced as a student. Tell how they made you feel.
3. How could classroom activities be changed to increase the following:
A) student involvement
B) student dignity
C) student status
D) student freedom
4. How could classroom activities be changed to decrease the following:
A) student anger
B) frustration
C) withdrawal
D) resentment
E) teacher-student conflict
F) hookey-playing and class-cutting

*Adapted from: NEXTEP
New Exploratory Teachers Programs
Dr. Merrill Harmin
So. Illinois University
Edwardsville, Illinois

VALUES BOOKLIST

- Armstrong, William. **SOUNDER**, il. by James Barley. Harper 1969. \$3.95
 Sounder was a dog, but this isn't a dog story. It is the story of a boy's tenacity for life in a black sharecropper's family 50 years ago.
- Arthur, Ruth M. **PORTRAIT OF MARGARITA**, il. by Margery Gill. Atheneum 1968. \$4.25
 Part English and part Jamaican, Meg faces discrimination because of her color. Strong characterization of Meg and the people around her.
- Barne, Kitty. **BARBIE**. Little 1969. \$4.95
 Barbie is a violin virtuoso whose fascinating talent changes the lives of those around her.
- Baudouy, Michel-Aime. **MORE THAN COURAGE**. Harcourt.
 A French boy whose parents are displeased with his poor grades and his choice of friends, wins self-confidence and his father's respect.
- Bell, Margaret. **WATCH FOR A TALL WHITE SAIL**. Morrow. 1962
 Loneliness and danger characterize life on the Alaskan frontier in the 1880's. Story of a 16 year old girl and her family.
- Bihn, Harry. **THE FARAWAY AURS**. World Pub.
 The beautiful, tragic story of two young people torn between their love for each other and their loyalty to their warring tribes. A timeless story set in prehistoric Denmark.
- Block, Marie Halvin. **THE TWO WORLDS OF DAMYAN**. Atheneum.
 Modern Kiev is the setting of this compelling story of Damyan, who is caught between the old and the new when his dreams clash with family tradition.
- Blume, Judy. **ARE YOU THERE, GOD? IT'S ME, MARGARET**. Bradbury 1970. \$4.50
 A perceptive story about the emotional, physical and spiritual ups and downs experienced by 12 year old Margaret, child of a Jewish-Protestant union.
- Bova, Ben. **ESCAPE**. Holt 1970. \$3.27
 Danny has been sent to a special reform school watched over by SPECS (Special Computer Service), a benign computer system that checks every move the boys make, teaches them, answers questions, and regulates the environment.
- Butterworth, William E. **ORDERS TO VIETNAM: A NOVEL OF HELICOPTER WARFARE**. Little 1968. \$4.50
 A West Point dropout, now a draftee, learns what it means to be responsible for men's lives.
- Campbell, Hope. **WHY NOT JOIN THE GIRAFFES?** Norton 1968. \$4.50
 Suzie's parents are hip and her brother swings, so Suzie longs to be strictly square.
- Carson, John F. **HOT SHOT**. Laurel Leaf. 1961. \$.50
 Dave York learns the hard way that being a "hot shot" and a crack basketball star provides no easy answers to his problems.
- Carson, John F. **THE COACH NOBODY LIKED**. Laurel Leaf. 1960. \$.50
 Ace basketball player Sid Nawkes is torn between admiration for the new coach who wants the team to play clean basketball and allegiance to his father who wants the team to win at any price.
- Clark, Ann Nolan. **SANTIAGO**. 1955
 Santiago's adventures take him into all levels of Guatemalan life, from the luxury of the Spanish Aristocrats to the deprivation of a primitive Indian village.
- Cleaver, Vera and Bill. **THE MIMOSA TREE**. Lippincott 1970. \$3.95
 A shockingly realistic story of how 14 year old Marvella and 10 year old Hugh care for their blind father and younger brothers in an inhospitable Chicago slum.
- Cleaver, Vera and Bill. **WHERE THE LILIES BLOOM**. Lippincott 1969. \$3.95
 This is the story of an Appalachian sharecropper's family and how the children try to manage for themselves after their widowed father dies.
- Clymer, Eleanor. **MY BROTHER STEVIE**. Holt 1968. \$3.50 (P-Scholastic \$.60)
 Mischief comes naturally to Annie's eight year old brother, but Annie is the girl to handle him.
- Cone, Molly. **ANNIE ANNIE**, il. by Marvin Friedman. Houghton 1969. \$3.50
 Teenage Annie has the opportunity to experience two different life styles and weighs the advantages of one against the other after a summer job away from home.
- Cone, Molly. **SIMON**, il. by Marvin Friedman. Houghton 1970. \$3.50
 About Simon, who withdraws from the oppressive tedium of his middleclass life.
- Corcoran, Barbara. **THIS IS A RECORDING**, il. by Richard Cuffari. Atheneum 1971. \$5.25
 Fourteen year old Marianne is shipped out West to live with her grandmother when her parents go to Europe pending a divorce.
- Daly, Maureen. **SEVENTEENTH SUMMER**. Dodd. 1942
 Prize winning novel of a girl's first romance.
- Deal, Borden. **A LONG WAY TO GO**. Avon.
 Three children become concerned when their parents have not returned for them at a motel baby sitting service. They set out to walk 600 miles home and encounter a series of incredible adventures.
- Drdek, Richard E. **LEFTY'S BOY**. Doubleday 1969. \$3.95
 A story about big city slum life and the difficulties faced by a 15 year old boy when his alcoholic father, a one time big league pitcher, disappears.
- Dunne, Mary Collins. **REACH OUT, RICARDO**. Abelard 1971. \$4.95
 A dramatic and convincing account of what happens to a family and community when grape growers strike for recognition of a union.
- Felson, Henry Gregor. **CRASH CLUB**. Bantam-Pathfinder Edition. \$.60
 Mike Revere learns about the true qualities of leadership, but not before he is almost killed, in this story about high school students, their cars, and drag racing.

- Freedman, Nancy Benedict. MRS. MIKE.** Bantam-Pathfinder.
A story of a brave girl who dares the wilderness for love.
- Furman, A. L., ed. EVERYGIRLS' COMPANION.** Lantern 1968. \$3.25
A good selection of short stories for young girls. The variation of plots and characters should create added interest in reading for those students stopped by full-length books.
- Gabrielson, Catherine. THE STORY OF GABRIELLE.** Popular Library.
This is the story of a courageous fight against the terrible affliction that threatens Gabrielle's life. This is a book for all who believe that love can bring miracles.
- Gunther, John. DEATH BE NOT PROUD.** Harrow 1971.
The story of a 16 year old Johnny Gunther's heroic but unsuccessful fight against a brain tumor.
- Hagedorn, Herman. ELEVEN WHO DARED.** Four Winds 1967
This is an adaptation by Dorothea Hagedorn Parfit of the biographies of historical giants who gave everything to a cause. Included are Lindbergh, Luther, and others.
- Hamilton, Virginia. ZEELY.** MacMillan 1971
In this story set in a midwestern farm community, an eleven year old Negro girl begins to grow up.
- Harkins, Philip. ROAD RACE.** Scholastic 1953. \$.60
Though David's initiation stunt in the local hot rod club leads to his arrest, later he and the club learn the value of genuine skill and knowledge in handling cars.
- Harris, Marilyn. THE PEPPERSALT LAND.** Four Winds 1970. \$4.95
A poignant story of how two 12 year old girls, one white and one black learn some truths about themselves, their friendship, and the devastating effects of racial antagonism on human relationships.
- Head, Ann. MR. & MRS. BO JO JONES.** Signet 1967. \$.75
Judy and Bo Jo Jones find themselves in trouble. Marriage is the only solution. The book shows the struggle two young people have coping with their parents' disappointment and learning to accept adult responsibilities.
- Holman, Felice. A YEAR TO GROW, il.** by Emily Arnold McCully. Norton 1968. \$3.95
An excellent story, beautifully told, of a year that brings maturity to Julia.
- Hunter, Kristin. THE SOUL BROTHERS AND SISTER LOU.** Scribner 1968. \$3.95
The complexities of ghetto life are frankly and vividly portrayed in this story of a sensitive girl's search for her identity.
- Jackson, Jacqueline. THE PALEFACE REDSKINS, il.** by the author. Little 1968. \$4.50
Two boys and two girls (assuming Indian names and ways) and scouts fight over the possession of a small lake surrounded by beautiful hilly land (Pleasant Lake, Wisconsin).
- du Jardin, Rosamund. DOUBLE DATE.** Berkely Highland Books.
Penny and Pam are look-alike twin sisters, but they're totally different. Pam is bubbly and popular, while Penny is shy. Penny's constant attempt to be more like her sister causes all sorts of problems when the twins enroll in a new high school, especially when love enters the scene.
- Killilea, Marie. WITH LOVE FROM KAREN.** Dell, \$.60
Written in response to thousands of letters, this sequel to *KAREN* tells of her growth from seven years old to womanhood and relates more about the open friendliness and spiritual plenty of her family.
- L'Engle, Madeline. CAMILLE.** Crowell.
A fifteen-year-old daughter of wealthy but unstable parents comes to a realistic understanding of the social and psychological problems of her world, the need of her friends, and her own capacity for love.
- Low, Alice. KALLIE'S CORNER.** Pantheon 1966. \$4.19
The meeting of two societies and Kellie's personal desire for the approval of those she envies form the basis for this simply written story.
- McCord, Jean. DEEP WHERE THE OCTOPI LIE.** Atheneum 1968. \$3.95
Each short story in this collection seems to capture the frustrations of youth with unique insight. "The Cave" is as unforgettable as any short story and the realistic conclusion will be appreciated by teen readers. "My Teacher, the Hawk" takes a boy to task for his superior attitude toward nature.
- McNeil, Janet. GOODBYE DOVE SQUARE, il.** by Mary Russon. Little 1969. \$4.50
A sequel to "The Battle of St. George", this story finds the children older and removed from Dove Square to a new housing development. Although the new flats are clean, compact and convenient, the children have a nostalgic remembrance of their old homes and neighborhood.
- Mayerson, Charlotte Leon. TWO BLOCKS APART.** Holt 1965.
Juan Gonzales and Peter Quin live in two different worlds but only two blocks apart in New York City. This excellent little book points up some of the reasons why there are gangs and drug addicts and other human problems in large cities.
- Morey, Walt. ANGRY WATERS, il.** by Richard Cuffari. Dutton 1969. \$4.90
Fifteen year old Dan, on parole, is sent to work on a small dairy farm. His initial lack of interest in farm life is altered as his physical competence and sense of importance increase.
- Moskin, Marietta D. A PAPER DRAGON.** Day 1968. \$4.50
Two sisters, separated when their parents were divorced, are reunited and must get to know each other again. Stresses and strains due to a broken home and the normal teenage conflicts as well as the conflicts between generations are depicted realistically.
- Neufeld, John. EDGAR ALLAN.** Phillips 1968. \$3.95
A California Protestant minister's family adopts three year old Edgar Allen. Because Edgar is black and the family is white, there are many and varied reactions to the adoption, both within the family and the community.
- Norris, Gunilla B. TAKE MY WAKING SLOW, il.** by John Gundelfinger. Atheneum 1970. \$4.25
Thirteen year old Richie learns that life will get better only if he himself does something about it. He learns the hard way that he cannot depend upon his alcoholic father or his mother, who is filled with bitterness and blind faith.

- Offit, Sidney. **THE BOY WHO MADE A MILLION**, il. by Mayer Drew. St. Martin 1968. \$3.95
Fifteen year old Bennie Burke nurses his father's failing grocery store into a national chain of cooperative markets.
- Orgel, Doris. **ON THE SAND DUNE**, il. by Leonard Weisgard. Harper 1968. \$3.50
A young girl's search for, and finding of, self-confidence among her peers on the beach.
- Parkinson, Ethelyn. **TODAY I AM A HAM**, il. by Ralph McDonald. Abingdon 1968. \$3.95
Witty story about a boy who disappoints his father because he is unable to play football but eventually impresses his family with his skill as an amateur radio ham.
- Parks, Gordon. **A CHOICE OF WEAPONS**. Falcon. \$.75
An engrossing account of the early struggles of the award-winning LIFE photographer.
- Philipson, Joan. **CROSS CURRENTS**. Harcourt
While cruising along the coast of Australia, two boys learn to understand not only each other, but themselves as well.
- Raymond, Charles. **JUD**. Houghton 1968. \$3.50
Jud finds his family's decision to move to the country completely ludicrous. Only as a new set of standards develop between Jud's parents and the boy does he begin to see the value of country living.
- Raymond, Charles. **THE TROUBLE WITH GUS**, il. by Charles Liese. Follett 1968. \$3.50
A story that tells of big city problems in social integration and the changing codes of conduct faced today by the adolescent. An accurate picture of adolescent gangs and adolescent thoughts and fears.
- Richard, Adrienne. **PISTOL**. Little 1969. \$4.95
Billy Catlin grew up in Montana during the Depression. His father went bankrupt and the family was forced to move to a dam site that was providing jobs for the unemployed. Here he grows increasingly aware of his father's limitations and his own need for independence.
- Riter, Darris. **EDGE OF VIOLENCE**. 1964
On a year's probation from a juvenile home, Dirk slowly recovers from the bitterness of his past and adjusts to family life.
- Rose, Karen. **A SINGLE TRAIL**. Follett 1969. \$3.50
An absorbing, believable story about rivalry and friendship and trouble with a teacher in a racially mixed Los Angeles grade school.
- Sachs, Marilyn. **THE BEARS' HOUSE**, il. by Louis Glanzman. Doubleday 1971. \$3.95
Nine-year-old Fran Ellen lives in two houses; one is sad and dismal and in it live her brother, sisters, and mentally ill mother; the other is a doll's house, but it is bright, filled with fun and laughter, and in it live a happy, well-adjusted family.
- Sherburne, Zoa. **GIRL IN THE MIRROR**. Sherburne 1966.
Ruth Ann refuses to accept her widowed father's interest in another woman. The story of her eventual acceptance of life is engrossing and realistic.
- Southall, Ivan. **LET THE BALLOON GO**, il. by Ian Ribbons. St. Martin 1969. \$3.95
A boy imagines games of confrontation that are dripping with danger with himself the brilliant and successful James Bond. He wonders why his mother thinks he has to stay a baby till he is an old man.
- Sterling, Dorothy. **MARY JANE**. Hale 1959. \$.60
The trials of the first Negro girl to attend an integrated junior high school.
- Stolz, Mary. **GOODBYE MY SHADOW**. Laurel-Leaf 1957. \$.50
The problems facing 15 year old Barbara Perry are those which all young girls will recognize. Her daydreaming increases her sense of remoteness from family and friends. Her insecurity plagues her. Only as her understanding of self and others increases is she able to view the world happily and realistically.
- Stolz, Mary. **TO TELL YOUR LOVE**. Harper 1950. \$.60
The distinguished first book of a very highly regarded author. Tender, sensitive story of a girl's recovery from first heartbreak.
- Stolz, Mary. **WHO WANTS MUSIC ON MONDAY?** Laurel-Leaf 1963. \$.50
Cassie's suburban world seems to value nothing she thinks important: honesty, curiosity, art, mathematics. Instead, her sister—beautiful, gracious, self-centered Lotta, gets all the applause, at least until her graduation from high school.
- Thompson, Wilma. **THAT BARBARA!** il. by Barbara Seuling. Delacorte 1969. \$3.95
A series of impulsive and hysterical misadventures characterize Barbara's attempts to meet the growing-up process head-on.
- Thomson, Peter. **COUGAR**, il. by Brendan Lynch. Follett 1968. \$3.50
Realistic presentation of problems that occur when a couple, each of whom have a son by a previous marriage, decide to marry.
- Ullman, James Ramsey. **BANNER IN THE SKY**. Lippincott.
Rudi is determined to conquer the citadel, the treacherous mountain his father died trying to climb.
- Wersba, Barabara. **THE DREAM WATCHER**. Atheneum 1968. \$3.95
An account of the friendship between teenager Albert, who is at odds with himself and Mrs. Orpha Woodfin, an old lady who imagines herself a grande dame of life and letters.
- Wier, Esther. **THE WINNERS**, il. by Ursula Koering. McKay 1968. \$3.95
An exciting but somewhat contrived tale of what happens to Scrub Nolan when his father sends him to his aunt's in Florida with two greedy migrant brothers.

Note: This is a representative list of books for junior high. As new appropriate titles are published or identified, they should be added.

Other Sources:

Novels

The Contenders
Durango Street
The Great Escape
One Day in the Life of
Ivan Denisovich
The Raft
Von Ryan's Express
Of Mice and Men
Anthem
Black Boy
Butterfly Revolution
Fahrenheit 451
The Heart Is a Lonely Hunter
Lord of the Flies
The Moon Is Down
To Kill a Mockingbird
The Pig Man

Lipstye
Bonham
Brickhill

Solzhenitsyn
Trumbull
Westheimer
Steinbeck
Rand
Wright
Butler
Bradbury
McCullers
Golding
Steinbeck
Lee
Zindel

I Never Loved Your Mind
I'm Really Dragged but
Nothing Gets Me Down
Sea Gulls Woke Me
Tuned Out
Red Badge of Courage
Jonathan Livingston Seagull

Zindel
Hentoff
Stolz
Wojciechowska
Crane
Bach

POETRY LIST

The Tufts of Flowers
The Apology
The World Is Too Much With Us
Ode On A Grecian Urn
The Happy Heart
I Am One
A 'C' For Life
My Son
Mother To Son
The Road Not Taken
I'm Nobody, Who Are You?

Robert Frost
Ralph Waldo Emerson
William Wordsworth
John Keats
Thomas Dekker
Everett Everett Hale
John Ciardi
Milton Kaplau
Langston Hughes
Robert Frost
Emily Dickenson

PART II

OPTIONS

"You must realize that doors of opportunity are now opening that were not open to your mother or father . . . You must early discover what you are made for, and you must work indefatigably to achieve excellence in your various fields of endeavor."

Martin Luther King

OVERVIEW OF PART II—OPTIONS

Rationale

With a clearer picture of oneself, the student can more thoughtfully consider career planning and the possible job opportunities for which one could prepare. But just what are the life options available? This package emphasizes occupations related to English, and the teacher can use the activities provided not only to increase the class members' awareness of what occupations do exist that are directly related to English skills, but also to provide students the opportunity to experiment with one or two on-the-job activities that utilize their own present interests. Some of the learning activities suggested here are geared more toward an examination of the world of work in general and more specifically to the variety of jobs present in the surrounding community, with an emphasis on the English skills used in these occupations.

Career Development Objectives

The student will:

1. increase the range of occupations of which he/she has knowledge and examine their functions and requirements.
2. gather information concerning the factors necessary for success on a job.
3. identify and utilize those resources available for gathering information about occupational characteristics.

List of Learning Activities

1. "On-the-Job" Project in an English Occupation
2. A Panel of Community Workers
3. Writing a Resumé
4. Simulating a Job Interview
5. Career Games
6. Compositions Related to English Careers
7. Bulletin Board Ideas
8. Career Life Line
9. Opportunities in the Community
10. Other Occupational Exploration Resources

LEARNING ACTIVITIES

1. "On-the-Job" Project in an English Occupation
 - a. Using the "English Careers" chart (Appendix p. 76) as a resource, assist your students in listing occupations directly re-

lated to the language arts (reading, writing, speaking, listening). Have the class members include jobs for which courses in journalism, speech, and drama would prepare them. As you do this at the board or on the overhead projector, it might be helpful to note the degree of training necessary. The chart suggests four categories: non high school graduate; high school graduate; post high school graduate—two years or more; and post high school graduate—four years or more. Enlist their aid in briefly describing the nature of each job, correcting any misconceptions. The media center or career resource center could provide necessary resources such as the *Dictionary of Occupational Titles* to look up any puzzling occupations such as "cryptographer." Encourage personal reactions to job descriptions as well as the identification of community people in those occupations with which students may be familiar.

An alternative would be to run off copies of the chart for each member of the class and concentrate your joint efforts on defining those occupations and adding to the lists.

Some students might volunteer to search out really unusual jobs that most would not know or think of, both those which exist and those which might be emerging.

- b. Ask students to combine their own interest areas with one of these English-related occupations, think of a project that might very well be part of their regular work in that job, and draw up a contract to be completed within the allowed time limit.

For example:

- 1) As a technical writer, write a two or three page set of instructions describing a "how-to" process that must be learned in the training program of your company. These directions might be part of a training manual for a garage mechanic, a cook, a laboratory technician, or a salesclerk. Include diagrams if helpful. See SRA Job Experience Kit for examples.
- 2) As a reporter, write a newspaper or magazine article on a topic or event of your choice. Include the title and type of publication for which you write (the student paper, *Women's*

Home Companion, The Minneapolis Star, Esquire, etc.).

- 3) As a sports editor, write a news release of a school or community sports event for a newspaper, T.V., or radio.
- 4) As a journalist, tape and/or write up an interview (question and answer format) you have with a classmate, alumnus, teacher, administrator, former or present employer, community member, or visitor on a controversial or human interest topic. Include at the beginning a brief review of the person's involvement in the particular situation or problem.
- 5) Critique a movie (ala Minnesota's Don Morrison or Will Jones, or New York's Judith Crist or John Simon), a T.V. Special or series (see Cleveland Amory in *T.V. Guide*), a current high school play, concert, or art show. This might be combined with an actual interview with a person in the field, who might react to the student's review. Write a letter to one of the New York Times critics (Vincent Canby, Roger Greenspun, A. H. Weiler, etc.) inquiring into the advantages and disadvantages of their occupations.
- 6) As a public relations manager, write a proposal to your company's employees requesting their financial support and/or personal involvement for a community project.
- 7) As a personnel manager, write five job descriptions of positions available within your company. Examine some professionally written job descriptions for direction.
- 8) As an actor or actress, present a dramatic or humorous reading or a monologue for the class or a local club.
- 9) Write some original poetry (modeled by those in *Wishes, Lies and Dreams* by Kenneth Koch) or a short story. Note the age level it is intended for and the type of book or magazine for which you would seek its publication (*Jack & Jill, Reader's Digest, New Yorker, Career World, etc.*).
- 10) As a journalist, you might interview and/or tape record a personnel manager with a specific company and write up the general job situation

there. Each student in the class could interview a different personnel manager and share findings; teams could go out together. Obtain an organizational chart, and write up job descriptions for openings. What does the personnel manager predict for the future? Will more jobs be opening up? Which ones? Are women and minority group members given equal opportunities? What specific problems related to employment does the company face? What are the advantages and disadvantages of working for this specific company? What kind of life do workers have both on and off the job? What kind of life is generally associated with this job?

11) Others? Options are open!

- c. You may want students to react on paper, in small groups, or as a class to their days "on the job" in these occupations. Would they enjoy earning a living at that job? What would they have to be able to do to succeed? What special problems or considerations did they encounter? What kind of training or experience would make their job performance more effective? Did they experience any difficulty communicating with anyone? Would they be more or less likely to consider English careers after the experience? Could apparent obstacles to such an occupation be overcome with further training or more on-the-job experience? What kind of life style does a person in this occupation have? How much leisure time? amount of income? kind of home? family life?

2. A Panel of Community Workers

- a. If a community resource directory is already available, with your students, draw up a list of community resource people whom you could ask to visit classes for a day and speak informally to students' information needs: 1) What types and levels of job opportunities are found within a business or organization such as yours? 2) In what major or minor ways are language skills (reading, writing, listening, speaking) required or desired for success in those positions? 3) What kinds of training are required for jobs in this field or company? Make use of vocational instructors and students as resources.

The six-area breakdown on the "English Careers" chart (Appendix pp. 76-77) is

useful for a representative selection of people: "service, business (clerical and sales), science and technology, outdoors, general (cultural), arts and entertainment."

Or you could select one person for each general career area represented by the posters: English, Distributive and Marketing, Art, Foreign Language, Business, Industrial Education, Mathematics, Music, Home Economics, Physical Education, Science, and Social Studies Careers.

- b. Guide visitors in their preparation for the day by providing them with a list of questions representing your concerns. Make up the list with the class members and ditto them off. Some possibilities:

- 1) What variety of jobs exist in your type of business, organization, etc.? For example, you could ask a banker, "At what types of jobs are your workers employed?" How much training is required for each?
- 2) To what extent are communication skills required in these positions? As a banker, what percentage of your time is spent thinking, reasoning, communicating with words?
- 3) How important are spelling and grammar?
- 4) Are memoranda written by a special person hired for such things, or are many members in the organization required to communicate by short written messages?
- 5) Are training manuals written or read by your employees? How technical are they? What reading proficiency is necessary?
- 6) What are the most important communication skills and human relationship skills for success in your job?
- 7) Do you think studying the actions, personalities, and motives of characters in literature could make one more effective at your place of employment?
- 8) When did you last read a complete book? What kind of book was it?
- 9) Do your employees have to "keep up" by reading technical magazines or professional journals? If so, do they have difficulty "keeping up"?

- 10) Provide the guest with a description of the courses offered in your school and ask: "Which of these courses do you see as most valuable for your kind of work? Can you suggest others?"

- 11) What does a typical day or week in your business entail? What are the advantages and disadvantages of working in your business?

- 12) What observations can you share with regard to what people reveal about themselves in their application forms, the resumé, and their handling of themselves in actual interview situations? Can you make some general suggestions? Cite some specific examples. Could you provide an application form to illustrate your points? a resumé?

- c. Ask for volunteers to either write or visit the resource people to explain the plan, deliver the questions, answer any questions.

- d. Depending upon the number of people invited and the number of days allocated for this presentation, each speaker might be given ten to twenty minutes for his/her own presentation and for the questions following it as well as the opportunity to respond to the other visitors later.

- e. Students could assemble a booklet of notes and resources entitled, "Workers We Know" from this activity.

- f. Letters of appreciation could be written as a follow up activity.

3. Writing a Resumé for a Job Application

Using the panel members' suggestions, have students write a resumé of their experiences that would be included as part of a job application. Have them include mention of their qualifications, part-time jobs, summer experiences, courses providing training that is relevant, their aptitudes and interests, list of references, etc.

4. Simulating a Job Interview

- a. Ask one of the panel members from a community company to return and interview two or three class volunteers for a job, perhaps using their written resumé as a starting point. Before he gives his choice and reasons for it, let the students

react, telling which applicant they'd hire and why.

- b. Have a small group of student volunteers role-play job interviews modeling effective and ineffective behavior on the part of the interviewee.
- c. If asked, the telephone company will send out two personnel workers who model both an effective and an ineffective interview. They do an impressive job and are willing to repeat the process for five or six classes a day.

5. Career Games

- a. Have student bring sets of the Parker Brothers' game called "Careers." This game will provide some Friday fun as well as stimulate participants to think about their needs and goals and obstacles to overcome in establishing a career. The object of this game is "to succeed" by earning Fame (represented by a ★), happiness (represented by a ♥), and Money (\$). By throwing dice, players move along the board through college, farming, big business, etc. Experience cards and opportunity cards aid participants along the journey. Each player decides as in real life what his own success formula will be. Any combination of ★, ♥, & \$ totalling 60 points is acceptable. As players move across the board, points are tallied; the first player to achieve or exceed his own formula (kept a secret) is the winner. Since \$1,000 equals 1 money point, typical formulas read something like:

$$\$20,000 + 20 \star s + 20 \heartsuit s = 60 \text{ points}$$

$$\$60,000 + 0 \star s + 0 \heartsuit s = 60 \text{ points}$$

- b. Use a version of "20 Questions" to follow up the panel presentation and to keep students thinking of various facets of their career planning. Divide the class into groups of about five and have each group designate the occupation of one of its members before sending him on to the next group, which will attempt to guess his "chosen" occupation by asking no more than twenty questions answerable by "yes" or "no." (Do you work primarily with people? Did you need a college education? Do you help produce a product? Are you paid less than \$10,000 a year? Is yours a seasonal occupation? etc.)

Stimulate the students to come up with qualifications for some "rounds." For ex-

ample, "This time let's all assign an occupation that may not have existed five years ago," or, "in this next round select an occupation which has not been equally open to both sexes." Suppose you're an average high school student and you can only afford to go on for about two years of extra training. Let's choose jobs that would be available to you!"

- c. Another game available for about \$5.00 is Milton Bradley Co.'s "Life." The directions exclaim, "You too can be a millionaire," which is the object of the game. All participants start out on Life's highway, just out of high school with a car and \$2,000 and travel on to meet success, failure, revenge, etc. The "wheel of fate" plays a large part, but the players' decisions are also very important. For example, at the first fork in the road, players must decide whether to go into business or take the longer way through college with a chance for a larger salary. Other forks pose other choices; in each case the longer way offers greater rewards along with greater risks. Players may become millionaires and retire in luxury or end up broke on the game's poor farm. The game could be used to stimulate discussion about work values other than money.
- d. Familiarize students with the "Life Career Game" by Sarane S. Boocock. See Part II (Appendix for materials and directions, pp. 78-80).

6. Writing Related to English Careers

Assignments of description, direction, comparison and/or contrast, persuasion, and classification can easily be related to many of the "on-the-job" projects suggested above. For example:

- a. Have students become T.V. commercial writers and compose a one-minute sales pitch for a product they are familiar with—spark plugs, tennis shoes, pizza, or shampoo. Use as the topic sentence a persuasive generalization about the product; support this by facts within the paragraph.

For variety, record students giving the commercial on video or audio tape, and play the presentations back to the class.

- b. Similarly, for a topic sentence in a paragraph of contrast, have students make a

convincing claim about one brand over another. Support the claim with specific examples.

- c. As technical writers, have students write a paragraph of classification with a topic sentence such as "American-made cars generally fall into four categories" or a paragraph of order or direction with a topic sentence such as "There are five basic steps to remember in successful parallel parking."
- d. Students could explore ad-writing by mounting a picture of a product on colored paper and attaching three small index cards on which they have written advertising copy designed for different readers. (*Children's Digest*, *Mad*, *Women's Home Companion*, *The New Yorker*, *The U of M Daily*, a church publication, *Playboy*, *Ms.*, etc.)

7. Bulletin Board Ideas

- a. To increase students' career awareness, use a bulletin board slogan like "Careers Related to English," and ask them to furnish illustrations from magazines and newspapers. Consult the "English Careers" chart for a broad range of possibilities, or ask your counselors for the U. S. Office of Education "Communications and Media" job cluster listing for ideas.
- b. Send for the complete set of one dozen subject matter related career charts and post these about the room for ready reference and stimulation. (See address on bottom of the English chart, p. 77.)
- c. An impressive and informative brochure listing the vocational schools in Minnesota and all the courses offered at each is available to students. Write: Directory of Area Vocational-Technical Schools, State Department of Education, 550 Capitol Square Building, St. Paul, Minnesota 55101.

8. Career Life Line

- a. Career planning begins with the first ideas of what the child wants to be and develops throughout life from pre-school through retirement. Time is life and life is spent in work and leisure. Have students complete the career life line (Appendix p. 81) and discuss with class members.
- b. Students should be aware that economic conditions affect their options or oppor-

tunities. Recessions or booms may affect the number and variety of available jobs which in turn may help a student plan for a first job or job change.

- 1) Have students make a study of former students in the school to determine if "the world of work" was what they had expected it to be. Do they have the same jobs? How often have they changed jobs? Are jobs available today that they applied for ten years ago? Which ones are and which are not?
 - 2) Read the business sections of newspapers and magazines to gain an understanding of our present economy. Discuss current employment conditions and relate it to the country's economic climate.
 - 3) Discuss the economic problems of life in future years. Try to project what it will be like to get a job twenty or thirty years from now and where the jobs will be located.
- c. Career lines will indicate to students that career planning goes beyond occupations and involves one's contribution to society in terms of family and community. Society depends not only upon a sound economy, but on sound interpersonal relationships that are the core of community development growth. Students can analyze and discuss relationships between social contributions made through work and through personal involvement with the community. The following exercises will help students define their roles in relation to community growth and will help them see the value of career planning for the person's ultimate contribution to work, family and community.
 - 1) Small group discussion—discuss various jobs and their contribution to maintaining a healthy society.
 - 2) Large group discussion — discuss how an individual may contribute to society in ways not related to job or work.
 - 3) Panel or lecture and discussion — invite local members of community (active members or service organizations, councilmen, councilwomen, school board members, etc.) to discuss relationship of service organizations or individual service to the community.

- 4) Individual or small group — survey the number and type of service groups in the local community.
- 5) Individual students — analyze their own talents and abilities in terms of the type of personal contributions they might make to school and community affairs.
- 6) Individual or small group — analyze community needs and plan and discuss ways and means of making improvements. (ecological, recreation, business, etc.)

9. Opportunities in the Community — Interdisciplinary Activities

A concerned English teacher asked this question on a written student evaluation of her teaching methods, "How can I help you?" The answer came back from a ninth grade girl, "Help me in my daily life."

Educators presently stress that the new demands of society require mastery of the concepts of (1) interdependence (2) interaction, (3) dynamics (4) balance and (5) resource allocations as they relate to the systems concept. All people live and work within the total environmental system. Education needs to provide more than literacy in several disciplines; it also needs to provide students with the ability to translate the cultural heritage into forms useful in the community. We are all involved in total systems and in its impact on our family, school, and community lives. That is social reality.

In response to that social reality you may choose to use parts of the following suggestions as they seem appropriate. Using Hosterman Junior High School, District #281, Robbinsdale, Minnesota seventh grade interdisciplinary model of "The Family" as a guide for your school, utilizing community resource people, and seeking the help of a teacher in each subject area of your particular grade level, construct a unit dealing with a theme which can be effectively dealt with at the same period of time (two weeks or more) through careful planning and cooperation by a group of three to twelve teachers. Be prepared to start small, with two or three subject areas. As you develop the method add more subjects.

To provide an interdisciplinary study project in a subject area, i.e. ecology or our environment, the teacher of each individual subject area asks "How does my field relate to the

environment and what can I contribute that will apply to the needs of the group task?" Assume, for example, that the group task is to find out how environmental pollution is affecting community life and how each person as one, and all people as a group can do something about improving it. The title of the project can be unique to your locality. Some suggestions: Study, Search and Serve, or Community Concerns, etc. Whatever your theme, it can unite a grade of hundreds of students and give motivation and purpose for involvement in the total system. The following are some suggestions from which you may choose. However, delve into your own creative thoughts and see your classrooms as reservoirs for hundreds of ideas, see your staff and community people as a further human resource to supplement the present flowing printed resources on ecology. (Appendix pp. 82-83).

- a. The English class can provide unlimited wealth in materials on ecology. Have students read an article, a book, or poetry that deals with saving our world, e.g. Ecology Book list (Appendix p. 82). *Future Shock*, by Alvin Toffler; *Our Fragile Earth*, by Elizabeth Helfman; *Wildlife*, a poem by Henry David Thoreau, plus countless other literature deals with environmental problems close to the students. Have students interview and tape experts on the staff and in the community, ask them to visit the class, encourage them to share their knowledge. Have the class prepare a list of meaningful questions they may use with ease while interviewing. Encourage those interested in art and design to make a bulletin board on which classmates can display materials of local and national and world importance regarding our environment. Discuss how we can enjoy work and leisure more through our feelings for nature. Write a class commitment seeking solutions to a community problem, i.e. disposing of garbage and waste, saving marshlands and wildlife, saving forests, the danger of destruction from pesticides, noise and how to stop it, pollution from automobiles, factories, etc. If one problem is most prevalent in your community, seek to concentrate on it. Have students debate these issues and that of the population explosion. To make this study pertinent to the English area, study the forms and medias used by experts on ecology to state their

cause, i.e., editorials, short stories, poetry, straight reporting, biography, speeches and drama. Study which methods are most effective and arrange debates that deal with questions such as:

- 1) Do we reach more people and receive more reaction and action with a book such as Toffler's *Future Shock* or do we inform a larger public with newspaper articles by Ralph Nader and other voices speaking about environmental rescue.
 - 2) Which media influence your thinking the most? printed? human? or electronic, i.e., T.V. radio?
 - 3) How does the subject of English relate to science and ecology?
 - 4) How important is communication regarding ecology?
 - 5) How do other fields deal with vocabulary and grammar?
 - 6) What are the career opportunities in ecology and environmental studies?
- b. *Math* provides many opportunities for students to study ecology. How do you measure pollution in the air? How do you measure what is unsafe air? What amount is unsafe for human consumption? Interview community workers and hazardous health occupations. Ask their advice in how they feel their problems can be alleviated. Since 1945, nitrogen's dioxide poison has increased in the air ten-fold. How can this be measured? What devices are used to measure automobile pollution? What constructive problem solving role does mathematics play in ecology? Have students interview and tape a mathematician who may have some solutions. To make math ecology studies applicable to English, have the class delve into the lives of the great math minds way back to the early Greeks. Encourage students to read biographies in and out of class. Stimulate them, remind them that the great genius Albert Einstein was considered and called stupid in math as a child. In searching for radium, Madam Curie measured and weighed grams. Math is used in each of our lives everyday. Listen to the vocabulary a math expert speaker uses as he tells about auto pollution. What do we learn from it? How are authorities in subject areas dependent upon statistics? In what kinds of public speaking is it nec-

essary to have our views substantiated and corroborated with facts in math? To make a career in the math-ecology field, what would you need to include in your training?

- c. *Science* class offers a wide range of experiences for the ecologist. What are scientists saying about ecology? Have students explore what pollution is, what forms it takes, where it's found, how we rid ourselves of it, what is being done to hasten this process, who is doing it effectively, how we can better do this in the community, etc. Have students experiment with local community pollutions, lakes, specimens, river samples, healthy and unhealthy fish and plant life. Encourage students to seek out and tape record resource people to learn from them, inquire about their background, find out how they became scientists, how you can become one, what are the advantages and disadvantages that go with their work and life style, etc. Encourage budding scientists to use this period to explore the ecology career life for the future. To make the science class subject material pertinent to English, explore the methods of communication the scientist uses. Discuss the make-up and importance of journals, logs, charts, graphs, outlines, text materials, and how the tools of the scientist vary from the literary man. Compare a journal prediction for the future with George Orwell's *1984*. Compare a scientific film based on facts with the film *Future Shock*. Discuss the Great American Depression of the 1930's through the science of the Farmer's Almanac of that period and the literary work of John Steinbeck's *Grapes of Wrath*. Share the scientist's views of our chances of survival today and the writer, poet, or biographer's view. Ask questions dealing with

- 1) What types of literature interest you the most?
- 2) What styles of writing do you find yourself reading?
- 3) What styles do you find yourself emulating?
- 4) Is there any more credibility given to one style than another?
- 5) What is the impact of each style on your understanding of the subject matter?

- 6) What kind of career might a person have who is interested in English, math and ecology?
- d. *Social Studies.* Have students study the social causes of pollution. Who and what are responsible? How does the social scientist look at ecology? What is endangered in your community? How can you seek to solve the problem? How many community members are dependent on jobs in businesses that cause pollution in the environment? What kinds of businesses are causing more environmental decay than others? Seek human resources from the community to add to printed resource material. To make social study material pertinent to English, utilize the rich resources in the community. Study content, style and delivery of speeches made by invited "Drop-In Clinic" social workers, health nurses, doctors and psychiatrists, etc. Analyze the communication in terms of what was learned regarding content, style and delivery. Observe vocabulary words students may not understand. Write them down and discuss them. Ask the speaker additional questions such as:
- 1) How important has the subject of English been in your field?
 - 2) How much English did you have to take beyond high school to get into your field?
 - 3) What area of English do you find most necessary to you now? vocabulary? grammar? writing? listening?
 - 4) How much time do you spend speaking of your subject material in comparison to listening or writing about it?
 - 5) If you have any advice for us concerning the study of English in Junior High School, what might it be?
 - 6) What kinds of careers are available to my interests in social studies, English and ecology?
- e. *Art.* Have students study contemporary artists and learn what they are saying about nature and life. Seek out local artists, ask them to visit the class or take the class to them to share their concerns. Take field trips to art museums to see how various artists in their work are responding to the threat of survival. Have students respond to their own feelings

through the mediums of oil, water color, charcoal, chalk, clay, collage, metal, etc. for an exhibit at the end of the unit. Solicit ecological titles for individual projects such as *Man and His Environment*, *We — the Enemy*, *Future Family*, *Ecology in Art*, *Mankind's War on Himself*, *Hope*, etc. Have students bring magazine pictures, paintings, posters, slides, etc. on ecology and as the student shows the picture, allow the class to write the feelings that the picture produces, i.e., struggling seagulls unable to free themselves from oil slicks, rusty clouds of pollution above a city, forests blackened by fire, thousands of automobiles lined up in traffic, etc. If students choose to respond to the pictures orally instead of in writing, have them make out lists of questions that stimulate interesting problem solving discussions. Pull the art-English area together with a culminating discussion about the relationship between art, English and ecology and their dependency upon each other. Art is visual communication, English is oral and written communication, and both can be instrumental in solving environmental problems.

- f. *Physical education.* Have students demonstrate physical exercise as essential to good physical and mental health in every form of work and leisure time. Have students interview workers on all levels of careers inquiring about the amount of exercise they have on and off the job. Interview employers to see if they are allowing short free periods and facilities for their workers to exercise. Use your reading resources that indicate worker competency is higher when people are allowed time to exercise. Organize a community week such as *Walk for Ecology*, *Walk for Our Environment*, or *Walk for Community Project*. Solicit pledges from parents, staff, teachers, and community members for 2¢ or more a mile. Carry art class posters and banners encouraging people to *Walk for Health*, *Walk to Work*, *Walk to Live Longer*, *Walk for Leisure*.

To show the relationship between English, physical education and ecology, dig into the lives of great believers of physical fitness, i.e. Alonzo Stagg, Jack LaLane, local physical fitness experts, and the students' own physical activities. Show the correlation between physical fitness and better

mental health through resource materials from the Menninger Clinic, Topeka, Kansas, that corroborate this fact. Ask speakers from all walks of life who pay attention to this universal truth, to share with your class the effects of good physical conditioning on their own particular field. Contrast this with studies, examples, demonstrations of pollution's effects on one's system. Read parts of Robert Lewis Stevenson's life regarding his health and need for a climate in which he could breathe more normally and carry on his writing.

If the class has a test or a long writing assignment and are in one position a fairly long time, model your own concern for physical fitness by having them rise and rotate the head and arms to relax them and improve circulation. Discuss the Scandinavian emphasis on physical fitness through walking, hiking and cycling. Note the recent trend toward cross-country skiing in this country. Ask an individual (a student, parent, coach, etc.) to demonstrate cross-country ski techniques and type, cost and care of equipment. Read stories and poems, discuss literature dealing with the problems of people whose lives are bereft of physical fitness. Discuss the unique American problem of obesity. Discuss the coming shortened work day and work week. More leisure time is on its way. Physical activity will be more important than it has ever been in this country.

- g. *Health.* Have students make up a survey form for the community which can be answered by yes and no responses to such questions as: (suggestion — come up with questions unique to your own locality.)

- 1) Do you object to additives in your food?
- 2) Do you believe food is processed for your best health?
- 3) Do you buy or raise organic food?
- 4) Are you bothered by excessive airplane or auto traffic noise?
- 5) Does air pollution affect your health?
- 6) Do you exercise during work?
- 7) Do you object to loss of wild life?
- 8) Do you believe we are ruining our environment?

- 9) Is air, water, or food pollution a community problem here?

- 10) Would you be willing to help solve it?

- 11) What is a business or industry in your community doing about saving the environment?

- 12) What are you doing at home within your family life about ecology?

Have students conduct interviews in the community or part of it by personal contact or if necessary by telephone. Have students tabulate the survey, record it and discuss it. Information recorded should be included in written and oral (speech created by the entire class — one or two students could do this) recommendations to school council and community council. For an assembly, prepare posters and placards indicating results of the class health survey. Health and English relate well to each other in that much of learning about health is reading and following directions. This can easily be supported in English class, e.g. studies of how to write up a survey, what types of questions do good surveys require, the format and outline of the survey, and speaking abilities necessary for conducting a survey individually or by teams. You may view the health project as a production by planning the survey, the strategies of organizing the teams, preparing the introductions and conducting the performance in the community member's home. Communication skills are used in every area of the production. The English teacher can effectively support the efforts of the student and the health teacher and can be instrumental in melding the activities.

- h. *Industrial Arts.* Have students discuss, study and demonstrate safe working conditions. Take field trips to shops, factories, mills, etc. to see if safe working conditions are provided for workers. Ask questions of the workers and of the employers regarding "save our human resources in our environment." Are workers satisfied with the conditions? What would they like to see improved? What are the advantages and disadvantages of this job? How does the work environment affect the worker? Consider noise, light, or lack of it, body position, fatigue potential, stress, length of work day, etc. Is time allowed for exercise? Would I like this type of job? How

much background in English is necessary for this job, i.e. editor, type setter, script writer? Does the work environment control the worker or does the worker control the environment? Have students keep a journal of their findings and allow time to share them with other class members. Students may prepare a summary with recommendations for the school and community councils. Posters and placards can be made indicating results and demonstrated for assembly.

Have students interested in architecture read the lives of great contemporary architects (e.g. Frank Lloyd Wright) who have created buildings that fully utilize the environment, i.e. land terrain, lighting, building materials, etc. Ask architects in the community involved in model city planning to speak to the class on the ecological advantages of planned communities. What do they foresee in the next twenty years? How do writers and poets reflect the problem of our over-crowded cities? Have students read literature about people living in over-crowded conditions. What does the message say about the human condition under this type of stress?

- i. *Home Economics.* Have students study "what is happening to our food?" Study the local supermarket food shelves for additives in processed foods. Study packaged food from breakfast cereal in the morning, cold meat sandwiches at noon and hamburger helper for dinner. Record the names of additives and find out what sodium nitrite does to the human body. Have students write to Ralph Nader or the U. S. Health Department, to inquire what not to buy. Record the findings (put them on posters for final assembly) and submit the student recommendations to student and community council. Read and share what experts in your field are saying about food and ecology. Consider combining efforts with health classes to involve Home Economic class in Community Health Survey. Have students study mis-representation in T.V. advertising.

The Hosterman model suggests the study of half-truths (painting a misleading picture by simply not telling the whole story). For example, doctors say that aspirin brings the quickest form of relief (which doctors? how many doctors? how well qualified are the doctors? are they

physicians or doctors of literature or veterinary medicine—the ad doesn't say.) Encourage students to listen to sweeping generalizations (words that try to sweep a lot of things together in one lump, i.e. "according to an independent research agency, people prefer wheat cereals to any other type".) The ad suggests that every person in the U. S. prefers a wheat cereal to one made of rice or oats or some other grain. Have students utilize this awareness through everyday experiences. Have students write advertising slogans that are honest representations of the product. Compare them to the T.V. ads.

- j. *Music.* Have students study recent contemporary recordings and listen for the messages in the lyrics. What are musicians saying about our environment? What are musicians in other countries saying about their environment? What effect does music have on man and his environment? Have students interview community members and find out what part music plays in their lives, in their work and leisure time. What kinds of music do they enjoy? Have the class write a song about the feelings they have regarding the world in which they live. Have a guitar player or other musician accompany the group. Tape the song or have students sing it in person for the final assembly. Have students title their song, duplicate copies for the other students, and encourage the assembly to sing along—the ecology song. Encourage students to continue writing, revising and improving the song. Have them investigate the contemporary music field to see if their song can be recorded and published. Have them call and see record company personnel, disc jockeys, studio owners, agents, recording technicians, band leaders and band members. Have them interview people who have already cut a record. What does it cost? What sort of training and background was necessary for a performer? How much English do you need to be successful in the music field? What qualities do you see in people who "make it" in the music field? What can I do to prepare myself?

Suggestions for possibilities in planning the interdisciplinary unit.

1. Plan the unit enthusiastically and cooperatively.

2. Read and share what experts are saying about your field and ecology.
3. Share films, slides, and tapes.
4. Have students prepare and develop:
 - a. a list of questions particular to field which will help them interview community people who have added insight.
 - b. bulletin boards for your subject matter as they relate to career development and ecology.
 - c. a class journal or document indicating the project continuity and success.
 - d. a statement of awareness of the community problem presented to school council and community council.
 - e. a commitment of student desire to help community solve ecological problems.
 - f. a project for a final assembly that demonstrates their involvement in the ecological study followed by a walk for ecology.
 - g. a plan for action and participation in the community following the study projects.
 - h. a plan for continued action and participation throughout the year in community by interested students.
 - i. an evaluation of the interdisciplinary model.
10. Other Occupational Exploration Resources (Consult with your Counselors or with the Career Resource Center Aide)
 1. SRA Occupational Exploration Kit
 2. SRA Job Family Booklets
 3. SRA Job Experiences Kit
 4. SRA Booklet, *Exploring the World of Work*, by Wolfbein and Goldstein
 5. College and Occupational Exploration Viewdeck by Chronicle Guidance Publications, Inc., Moravia, New York 13118. For approximately \$150 to \$200 you can purchase decks for two-year college, four-year college, and graduate school. Occupational options are also built into the system. This is a data retrieval system using punched cards coded to features chosen by a student (interests, working conditions, temperament, physical demands, training time, educational requirements, etc.
 6. Holland's *Self-Directed Search*

APPENDIX FOR PART II

ENGLISH CAREERS

	SERVICE	BUSINESS (clerical and sales)	SCIENCE AND TECHNOLOGY	OUTDOOR	GENERAL (cultural)	ARTS AND ENTERTAINMENT
	Occupations primarily concerned with servicing and attending to the personal tastes, needs, and welfare of other persons	Occupations concerned with the organization and efficient functioning of commercial enterprises and also occupations concerned with the face to face sale of commodities and service	Occupations primarily concerned with production, maintenance, and transportation of commodities and utilities	Occupations primarily concerned with outdoors oriented and/or occupations involving high degree of physical activity or movement	Occupations primarily concerned with the preservation and transmission of product information to the consumer	Occupations primarily concerned with the use of special skills in the creative arts and field of entertainment
POST HIGH SCHOOL 4 years or more	Reading specialist Speech therapist	Advertising manager Public relations Sales engineer Traffic manager	Technical writer	Sports writer	Lawyers Editor Clergy English and language arts teacher Foreign correspondent Tutor Journalist Librarian	Lecturer Author Continuity writer Actor/Actress Dramatic critic Scenario writer Fashion writer Art critic
POST HIGH SCHOOL 2 years or more	Interpreter Translator	Retail manager Salesman Sales person Secretary	Cryptographer		Radio announcer Reporter	Script writer
HIGH SCHOOL GRADUATE	Customs inspector Immigration inspector	Auctioneer Demonstrator Buyer Floorwalker Sales clerks Foreign exchange clerk Stenographers	Telephone operator Printer			Copy writer
NON HIGH SCHOOL GRADUATE	Hostess Usher				Proofreader	

Note: This chart was reproduced from the original published by the Minnesota Department of Education, Division of Vocational-Technical Education and Pupil Personnel Services Section, Division of Instruction . . .

DESCRIPTION OF LIFE CAREER GAME*

Basically the Life Career Game is a simulation technique which if used in conjunction with other career development experiences can:

1. Add reality to decision-making for the future
2. Provide opportunities to teach teamwork and decision-making strategies
3. Develop the implications of the interrelatedness of decisions made in the spheres of family life, education, occupation, and leisure, over segments of time.

To become familiar with the game, it is helpful to play 2 to 3 rounds (simulated years of life) after studying the manual. The game can be

*From *A Resource Guide For Career Development in the Jr. High School* by Arland Benson; Division of Instruction; Pupil Personnel Services Section, Minnesota Department of Education.

played in teams of two to four, and if the formal scoring is used, student or teacher aides need to be trained to assist with team questions and scoring. An informal scoring procedure (see form on next page) can be added to, or substituted for the formal scoring. Some of the most productive discussions of decision-making skills, the values of planfulness and educational and vocational exploration, can occur between major choice points in playing the game. After the student teams have played six to eight rounds of the game, using the hypothetical student profiles, the students can develop their personal profiles (self-descriptions) and simulate planning several years of their own life.

In summary, The Life Career Game can be a reality, simulating and motivating strategy which is easily incorporated into a unit of decision-making at the eighth or ninth grade level.

EVALUATION CHECKSHEET FOR LIFE CAREER GAME

Complete and accurate	3
Incomplete	2
Inaccurate	1
Not enough information to judge	0

I. Educational Planning

A. Courses and grades

B. Accepted for post high school training

yes ☐ no ☐

C. Scholarship awarded

yes ☐ no ☐

amount

D. Reasons for decisions made and results

3 2 1 0

1. Aptitudes support plans
2. Interests support plans
3. Income necessary to plans
4. Values support plans

II. Job Planning

A. Position secured or promotion achieved _____

1. Occupational classification _____

2. Prestige of position: much ☐ some ☐ little ☐

3. Job security: much ☐ some ☐ little ☐

4. Salary

B. Reasons for job placement plans

3 2 1 0

1. Aptitude support plans
2. Interest support plans
3. Education support plans
4. Background and experience support plans
5. Number of job openings

III. Family Life Planning

A. Family status

1. Living with parents ☐
2. Married ☐
3. Parent with: 0 ☐ one ☐ two ☐ three or more children ☐

B. Reasons for family life decisions

1. Time needed for family help or housework matches up time used
2. Interests match family status
3. Values match family status

3	2	1	0

IV. Leisure Time Use

A. Major leisure time activities ranked in order of satisfaction: (1,2,3)

1. Hobbies ☐
2. Fun with friends ☐
3. Relax at home ☐

3 2 1 0

- #### B.
1. Family status supports use of leisure time
 2. Education and aptitudes supports use of leisure time
 3. Interests supports use of leisure time
 4. Values support use of leisure time

V. General Life Satisfaction

1. Average scores from the four major life activities

VI. General Planning Strategies (use after several rounds)

1. Wise use of the profile-aptitudes, interests, values
2. Balance of resources (time) used wisely in the four activity areas. (compare scores in 4 areas over 8 rounds)
3. Balance of short-term versus long-term life satisfactions. (average scores compared for each year against an overall average and an analysis of high and low score years)

CAREER LIFELINE

The line below represents your "Career Lifeline". The left end "BC" is the point at which you "Began Career" while the right end "R" is for "Retirement." Think about your career lifeline and place a check mark on the lifeline where you see yourself at this time. Using your own symbols in whatever shapes you like, indicate what have been significant people (father, mother, teacher, friend, etc.) and experiences or events (job, school, music, sports, travel, etc.) up to the checkpoint. After the check mark, follow the line and indicate the valued things you would still like to do. When you discuss your career lifeline in the group, explain why you put it where you did. You should expect that others will question and challenge your response and you should expect to do the same with other members of the group.

BC _____ R

Adapted from
National Training Laboratory
at Bethel, Maine

ECOLOGY BOOKS

Baron, Robert Alex
The Tyranny of Noise. St. Martin's
And how to stop it

Caras, Roger
Source of the Thunder. Little
The fifty condors who remain

Carson, Rachel L.
Silent Spring. Fawcett
The danger of destruction from pesticides

Darling, Lois, and Louis Darling
A Place in the Sun. Morrow
Ecology and the living world

Ehrlich, Paul
The Population Bomb. Ballantine
Possible solutions to very grim problems

Hilton, Suzanne
How Do They Get Rid of It? Westminster
Disposing of garbage and waste

Jamison, Andrew
The Steam-Powered Automobile. Indiana U.
Instead of internal combustion engines

Linton, Ron M.
Terracide. Little
Projecting our future urban environment

Mannix, Daniel P.
Troubled Waters. Dutton
For a goldfish in a dirty river

McCall, Virginia, and J. R. McCall
Your Career in Parks and Recreation. Messner
As forester, planner, writer, etc.

McNulty, Faith
Must They Die? Doubleday
Poisoning the prairie dog, and the results

McPhee, John
Encounters with the Archdruid. Farrar
A conservationist meeting his enemies

Milne, Lorus J., and Margery Milne
The Cougar Doesn't Live Here Any More. Prentice
Is there room for wildlife?

Platt, Rutherford
Water. Prentice
Why it is the wonder of life

Ryden, Hope
America's Last Wild Horses. Dutton
The few remaining mustangs

Sand, George X.
The Everglades Today. Four Winds
Endangered wilderness

PART III

PROCESS

"How do you expect us to fly as you fly?" came another voice. "You are special and gifted and divine, above other birds."

"Look at Fletcher! Lowell! Charles-Roland! Judy Lee! Are they also special and gifted and divine? No more than you are, no more than I am. The only difference, the very only one, is that they have begun to understand what they really are and have begun to practice it."

Jonathan Livingston Seagull
by Richard Bach

OVERVIEW OF PART III —

THE PROCESS OF INVESTIGATING AN OCCUPATION

Rationale

At this point, the student should have an awareness of individual uniqueness, values, personality, abilities, and aptitudes (Part I) and should have tried out some tasks in one or two of the English-related careers (PART II). In Part III the student is asked to identify one English-related occupation and one other occupation of interest and to investigate these fields. Stress that while it is desirable for the student to identify occupations in which one is interested, there is *no finality* in these particular preferences. The student should focus on the *process of exploration*. It cannot be stressed enough that focus is on the *process* of exploring an occupational area rather than on choosing an occupation. *Learning how to investigate an occupation of interest is the goal*, not making a final occupational choice. A number of activities are provided here to facilitate information gathered; reacting to that information is emphasized in part IV. The journal (activity #2) and the occupational analysis (activity #9) might be valid requirements for all students, since they facilitate an orderly collection and processing of data.

Career Development Objectives

The student will:

1. demonstrate a commitment to the idea

that the individual should have a plan for his/her educational-vocational life.

2. increase the range of occupations of which he/she has knowledge and examine their functions and requirements.
3. identify and utilize those resources available for gathering information about occupational characteristics.
4. gather information concerning the factors necessary for success on the job.

List of Learning Activities

1. Poster Discussions
2. A Journal
3. Job Description Check-Out
4. A Day On The Job
5. An Interview With a Person In The Job
6. An Interview With a Classmate On a Parent's Occupation
7. A Critique Of a Mass Media Presentation of an Occupation
8. A Look At a Job Through a Novel, Biography, or a Non-Fiction Book
9. An Occupational Analysis "Chart"
10. Planning For Change

LEARNING ACTIVITIES

1. Poster Discussions

Begin with small group sessions, in which each student has about seven minutes to explain how he/she sees himself/herself using the posters made in Part I. Then have the class members in the group brainstorm (Instruct them that brainstorming excludes getting hung up on the why's how's, and wherefore's) a list of as many occupational areas as they can for which the student might be or become suited and in which he/she would be likely to find satisfaction. The student could have four or five choices jotted down on the back of the poster to share and discuss with the group at this time.

The class should understand that they are expected to accept what the person says about himself/herself and offer helpful suggestions based on that disclosure and what they know of him/her. To challenge self-

statements or to give humorous or hostile reactions could be very destructive. Emphasize positive aspects built on the student's strengths.

Once the student has chosen two or more occupations to investigate, the student may contract to do any of the following activities plus others he/she may create himself/herself.

2. A Journal

The student should keep a notebook-journal of activities comprising one's investigation. Include dates, time spent, facts and/or opinions accumulated as well as personal reactions. This could be a project in itself, or it could serve as the collective source of information for the analysis of an occupation described below. The first entry might be to list the suggestions of classmates to the

poster presentation along with their reaction to his/her own choices and his/her reactions to theirs.

3. Job Description Check-Out

The student could clarify the job's requirements by reading some technical job descriptions of the positions of interest. To become familiar with occupational literature, the class might spend a day in the library or Guidance Resource Center with an introduction to the types and locations of various resources and sources of information; or the teacher could consult with the counseling staff of the school and secure several sources for classroom use during this project.

4. A Day On The Job

Students might enjoy spending a day on the job with someone in the occupation they're investigating or one similar to it. Questions from the "analysis of an occupation" below will serve to guide their observations and inquiries.

- a. What specific skills are required on this job? What variety of activities exists within the position itself?
- b. Describe the setting in which this type of work is done.
- c. Who would the co-workers be?
- d. What does a typical day at this job involve?
- e. How much education is necessary? What courses are required? Is there a required apprenticeship? Could one get this training through more than one type of schooling?
- f. How much time is required off the job to complete or prepare for work done on the job?
- g. Are there any specific values commonly held by those in this position?
- h. What is the typical starting salary? What would one be making after twenty years at this job? In which income bracket would the job place me?
- i. Are there any financial benefits that go with the job? Are there any experiences required by the job? Equipment? Travel? Continuing education?
- j. What aspects of one's life style would be controlled or imposed by this position (Consider income level, expectations of your behavior on and off job, leisure time

activities available and permitted, effects on family, influence of co-workers, etc.)?

- k. What do people in this job like most about it? What gives them the greatest and least satisfaction?
- l. What opportunities exist for growth within this position? Can one advance to related positions that are higher on the pay scale? Is education for advancement provided on the job or financed in any way?
- m. What kind of security is assured within this job? Tenure?
- n. How independent would one be in this position? To whom would one be responsible? For what? Is there an opportunity for one to be creative here?
- o. Is union membership expected? What other kinds of applications does the job require or expect?
- p. Is the work load apt to be heavier during certain seasons or at different times of the week or month? Is it essentially a day job or a night job?
- q. What are some ethical questions which confront workers in this occupation? Describe ways in which people have formed acceptable solutions.
- r. How stable is the job market for this occupation?
- s. What English skills (reading, writing, speaking, listening) contribute to success at this job? How much training in these skills is required?
- t. In what ways does the job contribute to the person's self-actualization?
- u. In what ways is the job limiting or even dehumanizing?
- v. How major a part does work play in the life of a person holding this job? Does one "work to live" or "live to work"?

Alternatives

- 1) Have students list their "occupational daydreams" — occupations they have dreamed of for as far back as they can remember — and then identify one that they would really like to know more about.
- 2) To gather information concerning the factors necessary for success on the job, have a personnel manager speak to the class on the importance of interpersonal relationships in satisfactory work situations.

3) Bring in a local employer and have him/her describe three of the most valuable employees (give traits, abilities, etc.), then help the class to see that each of the three individuals are different, yet there are common traits and abilities that make these people valuable to their company.

4) Have students conduct a survey of jobs in the community to determine the ability requirements of broad occupational areas. Students may be grouped according to interest in similar occupations.

5) Have students interview workers to determine what application of skills in various school subjects are made in several occupations the students select. The interview may be taped or filmed for replay and may be an application of community skills in English.

6) Through small group discussion with an adult leader, four to six students might discuss how they see the successful people within their occupational interest area. This can be a one-setting situation or a continuous process involving weeks. These students do not need similar backgrounds in this discussion, they can learn from one another.

7) Provide a list of books and magazine articles on how people advanced in their occupations, e.g., *My Years With General Motors* — Sloane.

8) Utilize additional community resources by having students involve their parents complete the Family Occupational Tree (Appendix pp. 93) and answer the Family Occupational Questionnaire (Appendix pp. 94).

5. An Interview With A Person In The Job

An interview with a person in the occupation either on or off the job could be taped or written up in the journal. Again the "occupational analysis" below provides questions to guide the interviewer. The teacher could meet with those students planning interviews and review interview procedures and techniques and how to write them up.

a. Students will need to analyze their preferred life style beforehand to see that it corresponds with that of the occupation

chosen for study. The individual needs to project one's self into future life styles or ways of life associated with the preferred occupation. Have students identify factors which define what life style is (where you live, job, family, etc.) and compare the preferred way of life with that of a preferred occupation. Students should describe the life style of the preferred occupation while determining the life style desired. Various life styles should be explored and discussed in class.

b. Have students spend a day with someone in the preferred occupation to find out how a person's occupation affects one's life style. The student may want to make a visit to the home and talk with other members of the family.

6. An Interview With a Classmate on a Parent's Occupation

One variation or addition to the interview would be to interview classmates whose parents are in the occupation being studied. (Appendix p. 94) What are their perspectives on the job analysis questions? Would they answer as their mother or father would? How do the children of a teacher, for example, look at their parent's profession and its effect on their lives?

7. A Critique of a Mass Media Presentation of an Occupation

A student interested in an occupation portrayed in a movie or a T.V. series might critique the role as presented there in contrast to the occupation as defined in the *Dictionary of Occupational Titles* or as described by a real person in the job locally. In what ways is the position stereotyped, glamorized, misrepresented, true-to-life? See Los Angeles Guidance publication called *Possibilities*.

8. A Look at a Job Through a Novel, Biography, or Non-Fiction Book (An annotated biography booklist appears in the Appendix p. 105-111)

Obtain from the librarian a list of a) biographies and autobiographies, b) non-fiction, and c) novels. If possible, have them listed by occupational clusters. Have students read one of these for an outside reading assignment and share their findings in a written report or an informal, small group session with classmates a) who are studying dissimilar occupations to increase awareness of other

occupations as well as common factors in selecting occupations, or b) who are investigating a similar area, or c) who are researching non-traditional roles. Occupation-oriented questions have been added to some of the more typical biography, non-fiction, and novel analysis questions in the resource materials, pp. 95-99. Students could also select appropriate questions from the occupational analysis below.

9. A Chart to Analyze an Occupation

To help students combine and summarize collected data for their journals, type or ditto the Occupational Survey Form (Appendix, p. 100) leaving spaces after each for students to write in their findings. Have students fill out one set per occupation investigated.

10. Planning For Change

One of the objectives in the process of investigating an occupation is for the student to gather information concerning the factors necessary for success on the job. One way to insure career success is to observe what research is saying about one's particular field. Career development research has shown that a series of occupational changes are likely to occur in the working lifetime of each worker. There are common elements which may be utilized in many occupations. The student should anticipate and prepare for a change of career by identifying skills or

knowledge utilized in the preferred occupation which may transfer to another. The teacher can be instrumental in encouraging the student to take a broader view of his/her future and to help the student insure success by planning for occupational changes.

- a. Have student determine what skills and knowledge is needed for his/her preferred occupation. Sources: *Occupational Outlook Handbook*, U.S. Employment Service, *Dictionary of Occupational Titles*, or a person employed in the preferred occupation.
- b. Have a guest speaker from the employment service speak about the increasing number of workers that change jobs during their working lifetime.
- c. Have students copy the list of knowledge and skills needed for a variety of occupations from the *Occupational Outlook Handbook* and compare them to determine the ones common to several occupations. Invite as a guest speaker a person who has recently changed his/her occupation. Have the speaker identify the skills or knowledge common to the past and present job.
- d. Have students interview a person who has been caught in the squeeze of preparing for a job that no longer exists to find out how he/she feels to have spent years in study, only to find the door closed.

APPENDIX FOR PART III

SAMPLE FAMILY OCCUPATIONAL TREE

Fill in the blanks with the occupation of the relative described

Father's father's father	Father's father's mother	Father's mother's father	Father's mother's mother	Mother's father's father	Mother's father's mother	Mother's mother's father	Mother's mother's mother			
Father's father		Father's mother		Mother's father		Mother's mother				
Father's brother/ sister			Father's brother/ sister		Father					
				Mother		Mother's brother/ sister		Mother's brother/ sister		
my brother			my brother		me		my sister		my sister	

FAMILY OCCUPATIONAL DISCUSSION

- 1) What occupation is the most common in your family as far as you know?
- 2) What is the most common occupation on your father's side?
- 3) What is the most common occupation on your mother's side?
- 4) Do these seem to be related to the occupation(s) your father and mother chose?
- 5) What occupation is most common among the men in your family?
- 6) What occupation is most common among the women in your family?
- 7) Can you see any kind of pattern in the occupational choices of your family? If so, describe it.
- 8) If one occupation seems to occur quite frequently, can you give reasons why it might do this?
- 9) Do your own occupational aspirations bear any relationship to the occupational patterns of your family? If so, how?

BOOK REPORT

We learn about our own lives when looking at the lives of others. Not only do we learn from the human resources all around us but from unlimitable printed resources where lives of every level are recorded and from which we can learn through vicarious experience and assimilation. Time is life. If we take the time to read about other lives and reflect on them we put ourselves into the process of developing our own values, planning our own choices, and building toward decisions for our own goals. Keep these thoughts in mind as you read the book:

1. Why do I want to read this book?
2. Whom do I wish to meet in this story?
3. What would I like this book to teach me?
4. What does it look like it has to offer me?
5. What problems about life am I encountering?
6. How are they resolved?
7. What do they have to do with my life?
8. How do I want it to end?
9. How does it end?

10. What am I learning about life from this book?
11. How do I feel about this book now that I've read it?
12. Who should read this book?

A. Biography and Autobiography

1. What was the earliest indication of the person's special interest or ability?
2. What was the person's home life and education?
3. Describe an experience that had an important influence on the person.
4. What unusual qualities or abilities contributed to the person's success?
5. Discuss the person's outstanding accomplishments.
6. What other person or persons had the greatest influence on his/her life? Discuss.
7. Explain a problem that the person faced, and tell how the problem was solved.
8. Summarize briefly incidents that you would feature if you were to make a movie of the person's life.
9. What incident would you be most likely to tell if this person's name were to come up in conversation?
10. Has this book had any influence on your viewpoint, your way of thinking, or your values or your goals?

B. Miscellaneous Nonfiction

1. What is the topic of interest in the book?
2. What were the qualifications of the author for writing this book?
3. Discuss facts or ideas that you learned from this book.
4. Describe experiences that you would be most likely to tell if the subject of this book were to come up in conversation.
5. What value did this book have for you?
6. Who ought to read this book?
7. For whom would it have the greatest value?
8. Has this book had any influence on your viewpoint of your way of thinking?
9. Has this book had any influence on your own ambition and goals?

C. Fiction

Plot:

1. What is the connection that three people have with the plot?
2. Explain a problem of one of the people and tell how it was solved.
3. Describe scenes that would make good material for a preview, if a movie were made of the book.
4. What was the main turning point of the story?
5. Is the plot as a whole true-to-life? Do you consider any of the happenings improbable, impossible, or unreal?
6. What situation aroused your greatest feeling of suspense?
7. How do you feel about the ending? How would you change it?

Characters:

8. State some of the personal traits of the main character; then tell an incident that reveals this trait.
9. In the course of the story, do any characters change or "grow" as a result of their experiences or of the influence of other people, or are they the same at the end as they were at the beginning? Discuss.
10. How do the character's values in the book contribute to his success or failure?
11. Describe the main character. Does he/she seem real to you?
12. What are your reasons for admiring or disliking any character or characters in the book?
13. Explain what factors make any character in the book the way he/she is.
14. Can you see similarities between yourself and the main character?

Setting:

15. Describe the main setting of the novel. Does it have any important influence on the characters?
16. Is the story closely related to the setting, or could it have taken place nearly anywhere?
17. How do you suppose that the author collected his/her material for the setting of the story?

18. Describe a journey that someone made in the course of the story. (Nearly every book has one.)

General:

19. Explain the title.
20. For whom would you say that the book would have special value?
21. Does the book have any value beyond entertainment? How does it add to your knowledge of people, places, or events?
22. Do you consider that the author had any serious purpose in writing this book? Has it influenced your point of view or thinking in any way?
23. If the book presents a problem, is the problem completely solved at the end of the story?

Note: The above questions are adapted from pages 203-206 of *English Workshop*, Blumenthal, Langdale, & Warriner, New York: 1951, Harcourt, Brace and Co.

Occupation-oriented questions from which students may also choose:

A. Biography and Autobiography

1. What were some significant decisions the subject had to face with regard to his/her career? Would you have made the same choices?
2. Was the subject's work primarily a means to earn money that he/she could spend on things he/she really cared about? Or were the subject's values, personality traits, and needs fulfilled through his/her occupation? Explain.
3. Can you trace the steps by which the subject made his/her occupational choice?
4. Could the subject have chosen any type of life style and still been effective in his/her work, or was a particular life style almost an outgrowth of his/her occupational choice?
5. What part did work and leisure play in the life of this individual?

B. Nonfiction

1. What variety of occupations and occupational levels comprise the field or topic about which this book is written?
2. What aspects of these occupations intrigue you the most? What facets turn you off?

Would one related occupation suit you more than the others? Explain.

3. What ethical questions are involved in this type of work? Your answers to them?
4. Did this book in any way confirm, clarify, confuse, or conclude your interest in a similar occupation? Explain. Is there a way in which those factors could be worked out? around?
5. What traits of character and personality would be helpful for meeting the challenges of this type of work?

C. Fiction

1. Does the main character see his/her work as a means of earning a living or as a fulfillment of one's personality traits, one's needs, and one's values?
2. What are the values of the main character? During the course of the story do certain of his/her values come into conflict with others? with the values of other people? How is this resolved?
3. Is the main character's life style dictated to some degree by his/her occupation? Would his/her life style have been different were he/she in another job?
4. How does this novel affect your views of the occupation you're studying? Are you more or less attracted to the job as a result of the story? Explain.
5. What is the relative place of work and leisure in the life of the main character?

Alternative: Varied book report styles include having a student write a reaction to the stories three most essential areas, the beginning, the middle, and the end.

Another book report style is the journalistic style using the W's and H.

Who are the main characters?

Who are the subcharacters?

What are they doing? What is the problem (conflict)?

Where is this happening?

When is the period of time?

Why is there a problem or conflict?

How is it resolved?

OCCUPATIONAL SURVEY FORM

Part I: Factual Survey of the Occupation
The question in Part I of the project are in-

tended to help you build the dependable and detailed picture of the occupation you must have before you can decide upon its suitability as a career choice for you.

Use this form not as a blue print of rigid specifications but as a general guide to a comprehensive and orderly study of the occupation. Proper use of the form will encourage you to search out and interpret pertinent information which you might otherwise overlook. If any question appears to call for hard-to-get, irrelevant information of the kind you are sure will have no bearing on your vocational decision, ignore it.

There is a recommended method for using this form to survey your occupation. First, study the form thoroughly and get a clear idea of the kinds of facts you will want to be on the lookout for in preparing your occupational survey. Then lay your form aside and begin reading appropriate materials on your occupation. When you meet any item of information which you feel is important and which should be included in your survey, turn to the appropriate heading in the outline and jot it down. Then return to your reading. *Avoid seeking answers to the questions in the precise order in which they appear.* If you do a careful job in applying the proposed method, you will have useful information on nearly every topic in the survey form by the time you finish studying a number of good references. When blanks occur in your outline, it might simply mean that these questions do not apply to or have little significance for the occupation you are studying. However, do not always take this for granted. Investigate several sources of information.

1. Title of Occupation

Use the standard job title as found in the *Dictionary of Occupational Titles*. Include the *Dictionary of Occupational Titles* code number.

2. Nature of the Work

Use the *Dictionary of Occupational Titles* or other appropriate reference which objectively define the occupation. Give a factual and specific description of the occupation in terms of the work tasks performed. Just what does the worker do? As you continue to study the occupation through additional sources, modify and expand your description so that you develop an accurate and comprehensive account of the work performed.

3. Conditions of Work

Are hours regular or irregular? Long or short? Is there frequent overtime or night

work? Is there Sunday and holiday work? Is employment steady, seasonal or irregular? To what extent is the worker expected to travel as part of his job? Is the worker sedentary or physically active and mobile in performing his/her duties? Is the working environment pleasant? Healthful? Are there unusual conditions of temperature, humidity, and ventilation? Is there much noise or dust? Are there occupational hazards and diseases? Is the worker exposed to mechanical or electrical hazards, danger of burns, explosives, radiation or toxic conditions? Does the worker perform under conditions of unusual speed, fatigue, or tension?

4. Worker Relationships

What kinds of people does the worker work and deal with? Are the worker's services performed under circumstances which are generally conducive to pleasant human relations (examples: airline hostess/host, hunting guide) or under circumstances which potentially involve human conflict, misunderstanding, and emotional stress (examples: complaint manager, traffic police, bad-debt collection agent)? Does the worker perform most of his/her duties alone or with others? (Explain these relationships in detail).

5. Background of the Occupation

Include interesting facts about the history and development of the occupation and about its contribution and importance to society.

6. Worker Qualifications

Age, sex, physical qualifications, psychological qualifications (aptitudes, personality traits, psychological tests), work experience requirements, licensing or certification requirements, equipment requirements, union membership.

7. Education and Training

What schooling and special training are needed to qualify for employment? What college degrees are preferred or required? In what curricula? Which school subjects are emphasized? How long does this education take? What is its estimated cost?

8. Entrance Procedures

How does one get his first job?

9. Employment Prospects: Present and Future

To what extent are workers in demand today? Is there an oversupply or shortage of trained

workers? Are there regions where the demand for workers is above average? Is employment in this field expected either to increase or decrease in the near future? In the long run? Much or little? Why? Is technological change, such as automation, likely to alter the nature of this occupation and the demand for workers in the future? (Be as *specific* and *factual* as possible. Avoid easy generalizations.)

10. Earnings

What are the most dependable figures you can find on average weekly, monthly, or yearly earnings? Pay particular attention to information on the *beginning wages* and *average wages of all workers* in the occupation.

11. Advancement

How good are the chances for advancement? To what positions is advancement customarily given? What changes in responsibility and earnings accompany advancement? After what period of time and after what additional preparation or experience is advancement possible? Is demonstrated ability or job seniority usually the more common basis for obtaining advancement?

12. Related Occupations

What are some occupations involving similar work tasks and requiring similar types and amounts of training and skill? Consult especially the *Dictionary of Occupational Titles* for the names of occupations appearing in the same three-digit occupational group. How are these occupations defined in the *Dictionary of Occupational Titles*? In what principal ways does each of these related occupations differ from the one you are surveying?

13. Sources of Further Information

List the names and addresses of business organizations and professional associations to which workers in this field belong and which furnish information about the occupation. (Examples: American Institute of Accountants, American Registry of X-Ray Technicians)

Part II: What Are You Going to Do About It?

The purpose of this part of the project is to help you interpret your knowledge of the occupation in the light of how you now see yourself as a person.

Think through the discussion questions on the following pages and answer them as *fully, spe-*

cifically, accurately, and frankly as you can. This may involve some repetition of facts and feelings you have already recorded in earlier project work. You will see that this repetition is necessary in order to help you to select and to bring together the most important facts you need as a basis for deciding what your next step should be.

1. What are the major changes that have taken place in your conception of the occupation as a result of your survey? Do you now see the occupation in a different light? What are the most important new facts and understandings that you acquired? What misconceptions about the occupation did you correct?
2. What things would you have to do in this occupation that you think you would enjoy doing? What information do you have about yourself which suggests you would like to do these things? (Be *specific*.)
3. What things would you have to do in this occupation that you think you might *not* enjoy doing? What information do you have about yourself which suggests you would dislike doing these things? (Be *specific*.)
4. Restudy the information you collected concerning the qualifications and training required and/or recommended to enter this occupation. How do you feel now about your ability to meet these conditions of employment? (Be as *specific* as you can.)
5. As one who is considering this occupation as a possible career choice, what is your personal reaction to the information you obtained about each of the following work factors? In each case state whether the facts you discovered make you want to consider the occupation more seriously or less seriously as your future vocation. (State your feelings *frankly*. Wherever necessary, review the pertinent information which you recorded in Part I of this form before you prepare your written reaction.)
 - a. *Working conditions*
 - b. *Type of people you work with* (and conditions under which you work with them.)
 - c. *Job security and future of the field*
 - d. *Earnings*
 - e. *Other factors* (Prestige of the occupation, union status, discrimination, geographic location, etc.)
 - f. *Life Style* (Ability and job opportunities aside, would this occupation help you lead the kind of life you want, both on and off the jobs? Would it help you be the sort of person you want to be?)

BIOGRAPHY BOOKLIST

- Apsler, Alfred. **FIGHTER FOR INDEPENDENCE: JAWAHARLAL NEHRU**. Messner 1963. \$3.34
Jawaharlal Nehru admires English culture but not British rule. He sacrifices personal wealth and freedom because of his strong nationalist feelings. The idol of India's masses, he becomes their Prime Minister and an ardent seeker of international understanding.
- Blackburn, Joyce. **MARTHA BERRY**. Lippincott, 1968. \$3.95
Martha grows up among southern aristocracy. Her father teaches her to respect man's ability to learn to help himself. She devotes her life to building schools where under-privileged children can learn a vocation as well as attend to their regular studies.
- Brown, Marion and Ruth Crone. **THE SILENT STORM**. Abingdon, 1963. \$3.25
When nineteen months old, Helen Keller loses her hearing and sight. Her family tries to bring her up in a normal way, but because the child cannot speak or hear, she becomes a real problem. They find a special teacher, Anne Sullivan, who also has a sight problem. Anne is able to help Helen, but not without many physical battles and much patience.
- Campanella, Roy. **IT'S GOOD TO BE ALIVE**. Little 1959. \$5.95
Roy Campanella tells of his career as a black baseball player, of his pride in being an American, of the tragic automobile accident that left him a helpless cripple, of his determination to live, and of his gratitude for being alive.
- Clark, James L. **IN THE STEPS OF THE GREAT AMERICAN MUSEUM COLLECTOR, CARL ETHAN AKELEY**. Lippincott 1968. \$3.95
This is the story of Carl Ethan Akeley, a great explorer, inventor and hunter. His dream is to show Americans how for many years to study the surroundings and movements of animals, then returns to the Museum of Natural History in New York City to place animals in settings similar to their natural homes in Africa.
- Devany, John. **BASEBALL'S YOUNGEST BIG LEAGUERS**. Holt 1969. \$3.50
All you baseball fans know how difficult it is to play major league ball, but do you know that Ted Williams, Joe DiMaggio, Bob Feller, Willie Mays, Dean Chance, and Carl Yastrzemski were playing in the big league before they were 22 years old? Read how each gets his big break and what it takes to make it in baseball.
- Eaton, Jeanette. **TRUMPETER'S TALE: THE STORY OF YOUNG LOUIS ARMSTRONG**. Morrow 1955. \$4.95
Louis Armstrong learns to play the bugle in a juvenile detention home in New Orleans. When he leaves the home, he takes odd jobs but plays in jazz bands whenever he gets a chance. He travels all over the country with various bands, and after many years he gets a chance to play solo in Chicago. From there he goes to New York, where he becomes famous as "Satchmo."
- Edwards, Cecile P. **ROGER WILLIAMS, DEFENDER OF FREEDOM**. Abingdon 1957. \$2.25
Roger Williams flees from England and struggles to maintain freedom in the New World. He helps to settle Rhode Island and is a friend to the Indians.
- Faber, Doris. **CLARENCE DARROW: DEFENDER OF THE PEOPLE**. Prentice 1965. \$3.75
When lack of business forces Clarence Darrow to give up being a country lawyer, he moves to Chicago. There he defends people who can get no other lawyer to defend them. In 1925, Darrow defends John Scopes, a teacher who is on trial for teaching Darwinian evolution, in one of the most famous cases of the century.
- Faber, Doris. **ENRICO FERMI: ATOMIC PIONEER**. Prentice 1966. \$3.95
When the gigantic mushroom-like cloud rises into the air as the first atomic explosion is set off, Enrico Fermi scatters bits of paper. He has arrived at a simple system to measure the power of the blast—one which comes astonishingly close to that used later by complicated instruments.
- Faber, Doris. **HORACE GREELEY: THE PEOPLE'S EDITOR**. Prentice 1964. \$3.75
Young Horace Greeley has his heart set on being a printer's apprentice. He leaves his ancestors' New England farm and sets out on a career unequalled in the history of journalism. He starts the New York Tribune to speak out on such things as abolition, factory wages, temperance, and women's rights.
- Faber, Doris. **ROBERT FROST: AMERICA'S POET**. Prentice 1964. \$3.75
Though we have no official poet laureate, Robert Frost is truly "America's Poet." His rhythmic words portray our birches, our stone walls, our snowy woods—all that is "The Gift Outright."
- Franchere, Ruth. **JACK LONDON: THE PURSUIT OF A DREAM**. Crowell, T. Y. 1962. \$4.00
Jack London has always wanted to be a writer and is almost defeated when his stories do not sell. He joins the Gold Rush to Alaska and comes away with stories that really sell.
- Franchere, Ruth. **WILLA: THE STORY OF WILLA CATHER'S GROWING UP**. Crowell, T. Y. 1958. \$4.50
Willa Cather has many adventures as a child in Nebraska and uses them in her stories. She makes friends easily and knows everyone and everything around her home.
- Frank, Anne. **ANNE FRANK: DIARY OF A YOUNG GIRL**. Doubleday 1967. \$4.95
Thirteen-year-old Anne, her family, and another Jewish family move into the back room of a warehouse in Holland to escape Nazi Persecution during the Occupation. For 2 years they all live in fear of being discovered. Anne secretly records her feelings of fear, loneliness, and love in this sensitive and now famous diary.
- Gorham, Charles. **THE LION OF JUDAH**. Farrar 1966. \$3.95
Haile Selassie, ruler of Ethiopia, leads his troops against Mussolini in 1935, flees from his country, appeals to the League of Nations but receives no help, appeals to Britain, and in 1940 returns to Ethiopia to rally his men to regain his throne. This descendant of Solomon and the Queen of Sheba never accepts defeat.
- Graham, Shirley. **THE STORY OF PHILLIS WHEATLEY, POETESS OF THE AMERICAN REVOLUTION**. Messner 1949. \$3.34
In 1761, a 5 year old African child is bought at a slave auction by Mistress Wheatley. The little African girl, Phillis, is educated with the Wheatley children and loves to write poetry. The white people in Boston do not believe that a black slave can be so smart, but the Wheatleys have the governor sign an affidavit saying that Phillis is an author. After the Revolution, Phillis has a hard time supporting her children, even though her poetry is famous in England and President Washington encourages her.
- Gunther, John. **DEATH BE NOT PROUD**. Harper 1949. \$4.95
This is the true story of John Gunther's son. Johnny is in his senior year at school when it is discovered that he has a brain tumor. His gallant struggle with death and his stubborn refusal to accept defeat are what his father

wants everyone to remember about Johnny. Johnny knows his disease is serious but continues to work toward going to college.

Hayman, LeRoy. **O CAPTAIN: THE DEATH OF ABRAHAM LINCOLN**. Four Winds 1968. \$3.95

Lincoln's death in 1865 shocks the nation, just as President Kennedy's death did in 1963. In Lincoln's time, gathering information about the crime is slower because of communication and transportation difficulties, and it is not until much later that many of the related facts about Lincoln's death and the pursuit of his killer, Booth, are revealed to the public.

Holbrook, Stewart. **DAVY CROCKETT**. Random 1955. \$2.88

This famous frontiersman is born in Tennessee and becomes a Congressman. He fights in the war with Mexico and is considered a hero of the battle at the Alamo.

Hoyt, Edwin. **ANDREW JOHNSON**. Reilly 1965. \$4.95

Andrew Johnson, the only President ever to face impeachment, tries heroically to keep the United States government from becoming a political machine. As a result, he is misrepresented, attacked and slandered.

Johnson, Gerald. **FRANKLIN D. ROOSEVELT: PORTRAIT OF A GREAT MAN**. Morrow 1967. \$4.50

Franklin Roosevelt is elected President of the United States four times and holds office during a very trying period of our history. He comes into office during the great Depression. During his third term, the nation enters World War II. Later, historians do not agree on whether he was a great president, but all agree that his administrations changed our nation.

Kendall, Lace. **HOUDINI: MASTER OF ESCAPE**. Macrae 1960. \$3.95

The story of Erich Weiss, who takes the name of Houdini, is as exciting as the magic he performs. It is the story of a boy who develops his physical powers to an almost supernatural degree and becomes one of the greatest magicians of all time.

Killilea, Marie. **KAREN**. Prentice 1952. \$4.95

Karen, who is born with cerebral palsy, struggles courageously to live with her handicap. Her mother tells of Karen's early years with the endless daily exercises, small triumphs, and accidents. The whole family works hard to give Karen a worthwhile life, even though there are times of great emotional, physical and financial strain. The book stirs hope and understanding for those affected by cerebral palsy.

Koufax, Sandy and Ed Linn. **KOUFAX**. Viking 1966. \$4.95

Sandy Koufax tells about some of his most exciting games and about the strategy he used against the Yankees in 1963. At the end are eighteen pages of Koufax statistics just to keep the records straight.

Kugelmass, J. Alvin. **RALPH J. BUNCHE: FIGHTER FOR PEACE**. Messner 1962. \$3.50

Ralph Bunche struggles through poverty and discrimination to become one of the outstanding men in America. He is the first black in American history to be awarded a Ph. D. in political science. He works for the State Department and helps draw up the charter for the United Nations. He is awarded the Nobel Peace Prize for his work in settling the Palestine dispute.

Lee, Bruce. **J.F.K.: BOYHOOD TO WHITE HOUSE**. Fawcett, 1970. \$.60

This is a simply written biography of the late President John F. Kennedy which traces his life from early days in a houseful of brothers and sisters, his years in college, his experiences in the Navy during World War II, and his political career to the time of his assassination.

Levinger, Elma Ehrlich. **ALBERT EINSTEIN**. Messner 1949. \$3.50

This great physicist hates school because he never gets to ask all the questions he wants to. He is determined to find answers. His Nobel Prize paper on relativity paves the way for scientists working on the atom bomb. Hitler burns his essays and offers a reward to anyone who will assassinate him.

Lomask, Milton. **THIS SLENDER REED, A LIFE OF JAMES K. POLK**. Farrar 1966. \$3.95

James K. Polk, eleventh President and only forty-nine when he is elected in 1844, accomplishes the establishment of a separate treasury, settlement of the Oregon dispute, annexation of Texas, and acquisition of California.

Martin, Joseph P. (George Scheer, Editor) **YANKEE DOODLE BOY**. Scott 1964. \$3.50

After the Revolutionary War, Joseph Martin writes about his experiences as a ragged Continental with George Washington's army. His story gives an honest account of the day-to-day experiences of just one soldier — experiences that are sometimes like those of today's soldier.

Newman, Shirlee, P. **MARIAN ANDERSON: LADY FROM PHILADELPHIA**. Westminster 1966. \$3.95

Although Marian Anderson has a beautiful voice, she has to go to Europe before she gains any recognition. She is black, and there are many areas in the United States in the 1920's and 1930's where black people are not allowed. However, Marian sings with the Metropolitan Opera Company and eventually at the White House.

Peck, Ira. **THE LIFE AND WORDS OF MARTIN LUTHER KING, JR.** PB Scholastic, 1968. \$.60

Martin Luther King, Jr. dedicates most of his life to helping the black people of the United States achieve their rights as citizens. He starts his work as a minister in Alabama. He leads peaceful marches against segregation and other injustices and goes to jail for his beliefs. He is awarded the Nobel Peace Prize. A gunman assassinates him in 1968, but his work is carried on by others.

Piersall, James and Al Hirshberg. **FEAR STRIKES OUT: THE JIM PIERSALL STORY**. Little 1955. \$4.95

In this modern biography, Jim Piersall tells of the many worries and pressures that bring about the mental breakdown that threatens to ruin his baseball career. His big fear is that he is not good enough to play major league ball, but it is well known that he is an outstanding and colorful player for the Red Sox and other teams.

Proudfit, Isabel. **RIVER-BOY: THE STORY OF MARK TWAIN**. Messner 1940. \$3.95

The early life of this famous American author reveals how he is greatly influenced by the Mississippi River and its boats and river men. Not only do they shape his way of life, but they also provide the materials for his classic works about Tom Sawyer and Huck Finn.

Russell, Bill. **GO UP FOR GLORY**. PB Noble, 1968. \$.75

This book is about the life of Bill Russell during the years he is in the N.B.A. and about some of his childhood and college experiences. You can read this in different ways: as a sports story, as a study of his problems as a black man, or as a story of the difficulties of being a popular figure.

Sandburg, Carl. **ABE LINCOLN GROWS UP**. Harcourt 1931. \$4.25

This is the story of Abe Lincoln's early years in Kentucky, Indiana and Illinois up to the time he is nineteen and goes off to Salem to begin his career.

Schoor, Gene. **THE JIM THORPE STORY: AMERICA'S GREATEST ATHLETE**. Messner 1951. \$3.34

Descended from Black Hawk, the great Fox Indian chief, Jim Thorpe is considered by many to be the greatest athlete America has ever known. He is an Olympic decathlon and pentathlon champion. He plays major league baseball from 1913 to 1919, and he places three times as an all-American football player.

Schoor, Gene. **THE STORY OF TY COBB: BASEBALL'S GREATEST PLAYER**. Messner 1952. \$3.34

The man who sets the greatest number of records — still unbroken — in baseball is Ty Cobb, but he could never win a popularity contest with his teammates because he is always fighting. From the time he was a teenager, his ambition has been to be first in his chosen work. Because of his temper, he is a loner, but he works very hard to perfect all the skills necessary to be a great baseball player and for that others respect him.

Shapiro, Milton. **JACKIE ROBINSON OF THE BROOKLYN DODGERS**. Messner 1966. \$3.50 (PB—Washington, \$.50)

The youngest of five children deserted by their father, Jackie learns early that life is competitive. Aided by Branch Rickey, he successfully breaks the color line in major league baseball. He answers taunts and jeers with spectacular playing to prove his worthiness.

Shirer, William. **RISE AND FALL OF ADOLF HITLER**. Random 1961. \$1.95

This is a brief biography of the German leader from his early years as a loafer and politician to the time he seizes power in Germany and conquers most of Europe. You will learn about the collapse of his empire and the peculiarities of the man himself.

Steele, William. **THE OLD WILDERNESS ROAD**. Harcourt 1968. \$3.95

Here you will read accounts of the four men who built the Wilderness Road — Thomas Walker, Elisha Wallen, Daniel Boone, and John Filson — and of the many experiences they shared in their struggles to build and complete this road through Kentucky during the very early years of American development.

Terasaki, Gwen. **BRIDGE TO THE SUN**. North Carolina 1957. \$4.95

Gwen Harold, a lovely southern girl, marries a Japanese diplomat. After Pearl Harbor, Gwen has to decide whether she and her daughter will stay in the United States or go to Japan with her husband. Gwen chose to be with her husband for the duration of the war, and she describes vividly the hardships of living in a country torn by war.

Wilson, Ellen. **ROBERT FROST: BOY WITH PROMISES TO KEEP**. Bobbs 1967. \$2.75

Robert Frost lives in California and New England as a boy. In each of his homes he acquires ideas for the poems he will write later. Like many other young boys, he gets in trouble at school, he likes to explore new places, and he is a daydreamer. It is many years before his poems are published.

Wolfson, Victor. **THE MAN WHO CARED: A LIFE OF HARRY S. TRUMAN**. Farrar 1966. \$3.95

Harry S. Truman, President of the United States from 1945-1953, is a plain-spoken man who says what he means and means what he says. His candid views produce amusement, delight, and admiration, but not always agreement.

BOOK LIST

WOMEN

Bernard, Jacqueline

Journey Toward Freedom. Norton

Sojourner Truth, her fight for human rights

Bird, Caroline

Born Female. McKay

The case for legal equality

Bolton, Carole

Never Jam Today. Atheneum

Maddy picketing the White House in 1917

Burke, John

Winged Legend. Putnam

Amelia Earhart, pioneer aviatrix and rebel

Carson, Josephine

Silent Voices. Delacorte

The Southern Negro woman today

Chisholm, Shirley

Unbought and Unbossed. Houghton

The first black Congresswoman

DeCrow, Karen

The Young Woman's Guide to Liberation. Bobbs

An analysis of the big brainwash

Epstein, Cynthia Fuchs

Women's Place. U. of California

Options and limits in professional careers

Faber, Doris

Petticoat Politics. Lothrop

How American women won the right to vote

Ibsen, Henrik

A Doll's House. Oxford

When Nora slammed the door

Komisar, Lucy

The New Feminism. Watts

Its Implications for young people

Lader, Lawrence, and Milton Meltzer

Margaret Sanger. Crowell

Pioneer of birth control

Merriam, Eve, editor

Growing Up Female in America. Doubleday

Ten lives, in different times and places

Noble, Iris

Emmeline and Her Daughters. Messner

Their struggle to win the right to vote

Shulman, Alix

To the Barricades. Crowell

The anarchist life of Emma Goldman

Stoddard, Hope

Famous American Women. Crowell

41 feminists, artists, crusaders, et al.

PART IV

GOAL SETTING

"How much more there is now to living! Instead of our drab slogging forth and back to the fishing boats, there's a reason to life! We can lift ourselves out of ignorance, we can find ourselves as creatures of excellence and intelligence and skill. We can be free! We can learn to fly!"

Jonathan Livingston Seagull
by Richard Bach

OVERVIEW OF PART IV — GOAL-SETTING OR WHAT NEXT?

Rationale

This section is really a conclusion to Part III, where students were gathering objective data on at least two occupations, combining and condensing it for the occupational analysis chart. Here students have an opportunity to recall what they learned about themselves from Part I, relate it to these occupations, and react personally. The approach, however, is not that of accepting or rejecting an occupational hypothesis; it is rather a matter of having students examine the occupational possibilities in light of what they recognize about themselves; and where inconsistencies show up, going on to discover how they might overcome apparent obstacles within the occupation itself if they continue to find the occupation appealing. The emphasis is on *opening* doors, not closing them; to keep the occupational evaluation an on-going process, since so many individuals tend to quickly close off that which upon a closer investigation and more serious reflection might prove to be an obtainable and desirable goal.

Career Development Objectives

The student will:

- 1) describe the relevance of individual apti-

tudes and abilities for broad occupational areas.

- 2) describe his own values as they relate to occupations, work situations, and personal work behavior.
- 3) predict and give supporting evidence for the likelihood of his achieving his career goals.
- 4) describe his current life context as it relates to his vocational decisions.
- 5) demonstrate a commitment to the idea that one should have a plan for his educational-vocational life.

List of Learning Activities

1. A Counseling Interview Model
2. Occupations and Me
3. Twenty Things I Love To Do
4. An Action Plan — Career Development Contract
5. Self Appraisal
6. Decision Making
7. Who Will Help Me — Significant Others
8. Clarifying My Goals

LEARNING ACTIVITIES

1. A Counseling Interview Model

To model the usefulness of keeping options to career open when one is only at the junior high level, to provide a non-threatening counseling interview model to encourage students to seek guidance, and to motivate the class members to get into the activities of this section, invite a counselor into the classroom to counsel a class member-volunteer about his/her career plans. Stress that the volunteer need not necessarily have a "problem" or "lots of questions." The student could have completed charts A and B for what information or questions that might provide for the interview; test interpretation could be integrated into the session by the counselor as well. You can explain to the counselor your purposes and what the class has been doing; let him reinforce keeping options open. The interview might conclude with the counselor answering questions from the class and/or an invitation to all to make appointments if they'd consider a similar discussion a helpful experience. While this interview could follow

completion of the charts, it should also lead smoothly into activity 2.

2. Occupations and Me — Examining the Occupations I've Investigated in Light of Me: Two Charts

Have students fill out a copy of Chart B for each occupation investigated (forms on pp. 126-27). Chart A should be filled out first so that apparent obstacles can be planned through with the aid of Chart B. Individuals might share their charts and reactions to the occupations with the small groups who shared their poster presentations, with a counselor, with their parents, etc.

3. Twenty Things I Love to Do (Would I Be Doing Them on a Job?)*

This is an entertaining exercise that might also be informative as students explore occupations. Have them list twenty things down the lefthand side of the form, p. 128 in the

*Adapted from Howard Kerschenbaum, *Values Clarification*.

resource materials for this section. Then have them tally their responses according to the following direction (The numbers correspond to the numbers on the vertical columns on the form.).

- 1) Go down your list and put a P if you prefer to do this activity with people. Put an A if you prefer to do it alone.
- 2) Put M if the activity costs money; N if no money. You'll have to make some arbitrary decisions about exactly what you consider costly.
- 3) Put a C if you feel this is a common interest among people; U if uncommon or unique to you.
- 4) Put an a if you are active while engaged in this activity; p if passive.
- 5) and 6) List at the top of these two columns two occupations you've been considering. Then put W if you would do this activity at work in that job or L if it would be a leisure time activity. Do this for both job columns.
- 7) Rank your 5 most favorite activities: 1 is the top favorite; 2 for the next.
- 8) Put dates when you last did your top 5 favorites.

Have students add totals in each column and share findings around the phrase, "What I learned about myself is . . ." Draw out responses to the work-leisure items. How do they relate work and leisure? Will they work to earn the money that will permit them to do the things they love to do? Or do they want to spend some of those 40-plus hours a week at work doing some of the things they really enjoy? How does this affect the way they feel about their investigated occupations? Again, keep the doors open and get them to think in terms like, "Is there something you could do that would make that work more enjoyable?" or "Could something about that occupation be adapted to your purposes and interests?"

4. An Action Plan — Career Development Contract

Each student should attempt a summing up at this stage of life for the purpose of answering the questions, Where do I go from here? What do I have to do to get where I want to go? Each should set at least some short-range goals and possibly some long-range ones which are reasonably attainable (e.g. improving my study skills or investigating a set of occupations related to my main interests).

See Career Development Contract adapted from Carlson et. al. in Self-Concept Exploration. (Appendix p. 129)

5. Self Appraisal for the Job Ahead

This is a searching time for the junior high school student; one in which the individual can look at work experience (baby sitting, yardwork, housework, pet care, repair, etc.) and evaluate the advantages and disadvantages of each particular type of work. Continue with appraisal of clubs, organizations and activities. Circulate in the classroom, observe and consult with students regarding the self-appraisal inventories if they appear to need direction. Continue with self appraisal of abilities and personality. All may be done at one sitting or separately. Discussion may follow each topic or at the end of the appraisal of life styles (Appendix pp. 131-137).

6. Decision Making

Decision making is not consistently taught in the curriculum, yet every living person makes dozens of decisions every day. Although it is one of the most important aspects of everyone's life, we rarely practice this skill. No one drives a car out on a busy freeway into heavy traffic to learn how to drive a car, yet we are expected to make wise decisions concerning our lives. One of the objectives in the junior high school career development program is to describe a strategy for career decision making. The English teacher can be very helpful in teaching decision making by using simple concepts that can be taught and practiced. (Appendix pp. 138-148) Decision making is a selection between two or more alternatives through a process of:

- 1) Learning to recognize when a critical decision is necessary
- 2) Identifying your personal values
- 3) Considering alternatives
- 4) Seeking and evaluating additional information
- 5) Risk Taking
- 6) Making the decision using the best plan in deciding.

Have students read the story of an eighth grade boy named Mike in DECIDING (Appendix pp. 143-146). This is a new program that helps students learn to make decisions by Gordon P. Miller, H. B. Gelatt, Barbara Varenhorst and Richard Carey of Palo Alto, California. Free copies of this material can be obtained from Editor, the College Board

Review, 888 7th Avenue, New York, New York 10019. There are many other excellent decision making exercises in these materials that would be extremely helpful to the English teacher in teaching decision making skills. Have students go through the process of decision making with Mike. Recent research indicates generally poor quality of plans and decisions that junior high school and high school students make regarding curriculum choice in high school, occupational choice and college selection. Have students consider the following questions. What should I do this summer? What should I take in school next fall? Should I try drugs? Should I drop out of school? Should I leave home? Should I take part in school activities? Should I give up friends my folks don't like? Have students consider the steps in making a decision and by providing them with training and practice in decision making.

7. Who Will Help Me?

- a. The school counselor can be an invaluable resource person to your English classes. Counselors have developed effective skills as part of their background and they should be invited to take part in teaching these skills to teachers and students, thereby reaching and helping hundreds of people a week rather than a few students in the usual one-to-one contact. Utilize your counselors, ask them to teach decision making to you and your students. Then practice the process right along with your class. Allow students freedom to suggest alternatives in your search for a good decision. Ask your counselor for help in teaching your students peer guidance in decision making. This process is proving to be a very effective means of aiding the student identify and reach his goals. Have students write a personal invitation to the counselor specifically stating their purpose and asking for a time that will be appropriate for the entire class to benefit from the skills the counselor has to offer. Have students show appreciation (teacher can model this) and build the relationship with supportive feedback in the form of a class thank you note and further requests. Have students complete Identification of Significant Others (Appendix p. 149). Discuss with class and counselor.
- b. Staff resource: Have your students make up a directory (see Hoesterman sample Appendix pp. 150-153) that includes all or most of the adult working staff in the

junior high school. Organize the staff names. In a booklet use the staff member's names in three different areas — in the name index, the job index and in the interest index. Tap the rich resources within your own building by submitting questionnaires to the staff and asking for the following specific information. Give them an example sheet to follow so they know what information you need and the purpose for it.

- 1) Last name, first name or initial
- 2) Current position at school
- 3) Training and/or education
- 4) Interests or hobbies
- 5) Past work experiences

When the information has been returned to you, allow students class time to organize the information and make a booklet of school resources. Encourage students to interview the staff regarding career development.

- c. Interviewing significant others who will help me. How do I talk to an adult? We can learn much about life and career exploration by talking with adults. Have students interview *parents, neighbors, relatives, school staff and community members*. Have students make up questions ahead of time. These are some sample questions they might ask.
 - 1) How do you like your work?
 - 2) How long have you done this kind of work?
 - 3) How did you get interested in it?
 - 4) What are the advantages and disadvantages of your job?
 - 5) Did you need any training?
 - 6) If you were to start again, what would you do to get ready for a career?
 - 7) What different goals would you choose?
 - 8) What different jobs have you had?
 - 9) What is your day like on and off the job?
 - 10) Will this kind of job be available in ten years?
 - 11) Of what importance is English in your job?
 - 12) If you were able to go back again, how much value would you place on learning English?

- 13) Have you found written or oral communication to be an important part of your job? In what way?
- 14) What advice would you give to young people regarding the world of work and leisure?

Have students keep a folder of the interviews they have conducted with the name of the person interviewed and answers to their questions. Help them explore as many areas of interest as possible.

Retired people are a rich resource from which to draw evaluations about personal growth and goal setting. Students can seek them out in families, neighborhoods and nursing homes. Many have extra time and enjoy talking about their lives. Have the students ask them what they wanted out of life.

Encourage students to plan and tape their interviews. They should prepare a different set of questions for older people such as the examples below.

- 1) How young were you when you started working?
 - 2) What kind of work did you do then?
 - 3) What kinds of jobs did you have in your life?
 - 4) What kind of training did you have?
 - 5) What jobs did you enjoy the most?
 - 6) What were some of the goals you reached in your lifetime?
 - 7) What were some of the goals you didn't reach?
 - 8) What were your best and your worst years?
 - 9) What did you do in your leisure time?
 - 10) What are your goals today?
 - 11) What advice would you give young people today?
 - 12) If you were young again, what would you do differently?
- d. The class is one of the richest resources of experience. Utilize all class experiences in and out of school. Plan for students to be allowed to make contributions to the class from all of their experiences. Each student comes to English with his own unique world of experience, discover it! explore it! tap it! increase it! Research studies indicate that the teacher talks some sixty percent of class time. Utilize

your class resources! Prepare for students to be more involved. Be creative! Encourage brainstorming sessions to come up with ideas to improve the quality of learning in your class. Families take short and long trips throughout the school year and may know about them in advance. Have the class prepare a list of questions to be kept on hand and taken on the trip by the student. The class can then vicariously share travel experiences via letters, logs or journals mailed back or presented in a sharing session at the end of the trip. Possible questions refocused for career development interest are:

- 1) Describe your destination, transportation, purpose of the trip, who will go on the trip.
- 2) Tell highlights, things not accomplished, problems encountered, sight-seeing, things you learned.
- 3) Lifestyles and occupations of people encountered, non traditional roles observed, resources located that can contribute to your class career development research.
- 4) Observations of what the trip taught you about your own interests, needs, abilities, goals and values.
- 5) How you intend to use the experience to enhance the career development of yourself and others.

Students can expand and explore this activity. A seventh grade boy put together an hour long production of movies, narration and music tapes, slides and a lecture about an auto trip to California and Mexico and presented it to sixty elementary fifth and sixth grade students.

- e. Have class collect newspaper clippings of people who inspire them. Each page of the newspaper involves career development — the editorial, books, art, feature, outdoor life, national, international, local, women, sports, want ads and comic pages all relate information directly or indirectly revealing career development. A frozen meat storage box of double cardboard provides an excellent file for clippings. It can be decorated and folders arranged by topic or student name can be placed in them for ready access.
- f. Free films and free resource material can be procured by writing to:
 - 1) *Catalogue of Free-Loan 16MM Sound*

- Films.* Milwaukee, Wisconsin: Wisconsin Telephone Co., 722 Broadway, Zip Code 53202
- 2) *Developing a Respect for Work — a Curriculum Bulletin for Teachers of Junior High School Age Pupils with Specific Application for Teachers of Art, English, Foreign Language, etc.* Danville, Illinois: The Interstate Printers and Publishers, Inc.
 - 3) *Developmental Career Information Program (7-9).* Minneapolis, Minnesota: Olson Junior High School c/o Rachel Leonard.
 - 4) *Free Film Catalog.* New York, New York: Association Films, Inc., 600 Madison Ave., Zip Code 10022
 - 5) *Educators Guide to Free Tapes, Scripts, Transcriptions.* Randolph, Wisconsin: Educators Progress Service, Inc.
 - 6) *Educators Guide to Free Guidance Materials.* Randolph, Wisconsin: Educator's Progress Service, Inc. Annual Edition \$7.50
 - 7) *Implementing Career Development Programs in the Junior High School.* P. Powell. Arkadelphia, Arkansas: Henderson State College, August 1971
 - 8) *List of Available Free Films.* Philadelphia: UNIVAC, Data Processing Division, Box 8100, Zip Code 19101. Free
 - 9) *The Parent's Role in Career Development.* (American Personnel and Guidance Association) Washington, D.C.: Publication Sales, 1605 New Hampshire Ave., N.W., Zip Code 20009
 - 10) *Do You Like to Work with Ideas, People or Things?* Wisconsin State Employment Service. Free
Lists jobs dealing primarily with people, things, ideas, ideas-people, ideas-things, people-things, and those in which all three are important.
 - 11) *Films with Booklets.* Association Films, Inc. Free rental 16mm sound films with booklets on career information and personal guidance
 - 12) *New Careers.* 15¢ U.S. Government Printing Office Pamphlet describes jobs with a future and a profession.
 - 13) *(School Subject) and your Career (Series)* Bureau of Labor Statistics U.S. Department of Labor 1970. Free
A series of leaflets entitled:
English and your Career
Foreign Language and your Career
Math and your Career
Social Science and your Career
Biology and your Career
Science and your Career
- ## 8. Clarifying My Goals
- Time economist Alan Lakein, tells us that knowing what we want is of the utmost importance. "Great power comes from a clearly stated sense of purpose and a clearly identified list of lifetime goals." How we manage our time is an indication of how much we are in control of our lives. Career development lends itself to the search for meaning in life through work and leisure. In formulating tentative career goals, the student identifies personal needs and sources or satisfactions which one should consider in planning a career. The students are now in the process of identifying personal goals which might be satisfied through a combination of work, community, social and family roles.
- a. To enable students to find out what they would like to get out of life, use the following exercise in clarifying lifetime goals. Encourage and assist the student to start on their goals today. Have a watch available to time student activities. It is helpful to model enthusiasm and interest by becoming involved with your own goal setting exercise. An alarm clock will enable you to do this. Give students the following directions.
 - 1) On one sheet of paper, list your lifetime goals. Write down as many as you can in two minutes: personal, career, financial, physical, family, social, community, spiritual, recreational, etc. Keep writing until you have used up all the time.
 - 2) On another page write down what you would like to accomplish for the next five years. Also two minutes.
 - 3) On a third page write down what you would do if you had only six months to live. Two minutes.
 - 4) Now take two minutes to go over your lists and add anything you want to, or make changes.

- 5) Go back to your "lifetime goal list" and put a big A in front of the three that are most important to you now.
- 6) Take three fresh sheets of paper and head each one with one of the large A goals. On each sheet write down all the specific steps you might take towards implementing the goals. For instance, if one goal is "become a doctor", you might write down "read books or short stories about doctors", "prepare a list of questions I would like to ask a doctor about his job". If your goal is to "write a book", you might put down "begin keeping a journal" or "find out if there are any local authors I can interview". Spend two minutes on each listing as many items as possible.
- 7) Select at least one item from each list to do next week. Schedule a time to do it.

Adapted from Alan Lakein's
"How To Clarify Your Goals"
 in Edminston, Susan, "Organizing
 Your Time", *Harper's Bazaar*,
 September 1972, pp. 110-111.

- b. Encourage students interested in art, design or news to create a colorful bulletin board from magazines, pictures, newspaper articles and personal art illustrating lifetime goals (career success, happiness, family, money, leisure, travel, etc.) and pictures of people whom students feel have reached specific individual goals or all of them.

Every field has its outstanding people. Draw the world into the classroom illustrating examples of great and small contributions made to society through the efforts of people who were dreamers with a goal. Have the student research human and printed resources describing a dreamer with a goal in his own field of interest.

- c. Book titles clustered into specific interest areas are most helpful. Have students create their own class career development annotated bibliography which can be added to weekly and thus become a resource within the room for students to turn for ideas in books of their interest. Provide opportunities for students interested in library work. Here is a "laboratory" for them. Encourage them to keep the class library "current". Allow them freedom to interview the librarian to learn how to catalog class resource materials. Give students interested in office work the opportunity to interview office staff and learn from them the duplicating process so they may make copies and can contribute to the class lists of the most popular books that are being read. Allow them freedom to interview other English teachers to find out what is being read in other rooms and at other levels. Encourage students interested in writing to submit articles to the school paper reporting on what your class is doing in career development.

APPENDIX FOR PART IV

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CHART A

NAME:	Which seems to compliment a	Which seem to conflict with a	Ways these conflicts might be
DATE:	career as _____	career as _____	resolved _____
MY PRESENT VALUES			
MY ENGLISH SKILLS			
MY OTHER ABILITIES			
MY PERSONALITY TRAITS			
MY APTITUDES (MAY NOT BE DEVELOPED YET)			

CHART B

Name _____

THINGS I COULD DO TO PREPARE FOR A CAREER AS _____

While still in junior high:

High School courses:

High School extra-curricular activities:

Summer or part-time work:

Vocational school, colleges, institutes, companies offering the training I'll need:

Post high school experiences:

Factors that could interfere with my educational or vocational plans that might have to be worked through:

After completing this occupational investigation, I still have the following questions:

Possible sources to which I might go for answers:

20 THINGS I LOVE TO DO	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

WHAT I LEARNED
ABOUT MYSELF IS:

CAREER DEVELOPMENT CONTRACT

A career development contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, intellect, or personality that you would like to change and that seems possible (obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair).

The contract can be effective if *you* decide what *you* would like to change and ask others to help you, check up on you, support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self." Don't choose *not* to use it for fear of failure. Approximations are successes, not failures.

Write a career development contract by using the following steps:

- I. Identify something about yourself that you would like to change
 - . . . Is it to *stop* doing something?
 - . . . Is it to *start* doing something?
 - . . . Is it to do something *more often*?
 - . . . Is it to do something *less often*?

State what it is you want to do _____

- II. How much do you want to make the change?
 - . . . Will you be honest about your actions in regard to carrying out your plan?
 - . . . Will you be responsible for what you do? (no shifting the responsibility to another person or situational circumstance)

. . . Do you *really want* to make the change? Briefly describe what the rewards will be for you as you make the change _____

Describe the sacrifice you will have to make _____

- III. Identify *specific actions* you could take to bring about the desired change. _____

- IV. Identify the resources you might use in helping you to make the change (people, objects, experiences) _____

- V. Write a career development contract that you intend to carry out. Be specific about what you hope to accomplish; the actions, time, people involved, and how you will know when you have completed your contract. _____

- VI. Name the person or group of persons in this class who will help, encourage and support you _____

- VII. Follow-up a record of the results of your plan and describe the results after one week.

SELF-APPRAISAL FOR THE JOB AHEAD

MY WORK EXPERIENCE

(You may include work around home if you wish; yard work, pet care, housework, baby sitting, cooking, repairing, etc.)

Job	Things I disliked about it	Things I liked about it
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		
Firm: _____ Dates: _____ Positions: _____		

QUESTIONS FOR DISCUSSION:

1. What likes and dislikes listed above might affect your choice of vocation?
2. How can your work experience help you in choosing your vocation?
3. Are there vocations about which you are curious but have no information? You might want to ask others in your group if they have such information.
4. What possible additional work experience might you seek in order to test out possible vocational likes and dislikes?
5. Are there people in your group who have had work experiences that you would like to know more about? Ask them.

SELF-APPRAISAL FOR THE JOB AHEAD

MY ACTIVITIES

Clubs and Organizations (include length of membership, record of participation, offices, etc.)

ORGANIZATION

Activity	Things I dislike about it	Things I like about it

SOCIAL LIFE

Activity	Things I dislike about it	Things I like about it

HOBBIES AND INTERESTS

Activity	Things I dislike about it	Things I like about it

QUESTIONS FOR DISCUSSION:

1. Do you see any pattern in your likes and dislikes?
2. Do you get any picture of the style of life you may prefer ten years from now?
3. How can an understanding of the likes and dislikes listed above help you in selecting your vocation?
4. Are there areas where you would like to be more involved or less involved? How might you go about adding to your experiences and activities?
5. Is there a specific action you might want to take to broaden your activity base? Can your group help? Would a Career Development Contract help?

SELF-APPRAISAL FOR THE JOB AHEAD

AN APPRAISAL OF MY ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

Ability	Degree of Ability		
	Weak	Average	Strong
1. Physical			
a. Strength	_____	_____	_____
b. Coordination	_____	_____	_____
2. Manual (hand and finger dexterity)	_____	_____	_____
3. Mechanical	_____	_____	_____
4. Clerical (speed and accuracy with detail, numbers, names, etc.)	_____	_____	_____
5. Executive (leadership)	_____	_____	_____
6. Social (ability to get along with others)	_____	_____	_____
7. Musical	_____	_____	_____
8. Artistic	_____	_____	_____
9. Mental	_____	_____	_____
a. Verbal-meaning (ability to understand ideas expressed in words) ..	_____	_____	_____
b. Spatial (ability to think about objects in two or three dimensions)	_____	_____	_____
c. Reasoning (ability to solve problems logically)	_____	_____	_____
d. Numerical (ability to work with numbers rapidly and accurately) ..	_____	_____	_____
e. Word-fluency (ability to write and talk easily)	_____	_____	_____
f. Memory (ability to recall past experiences)	_____	_____	_____

QUESTIONS FOR DISCUSSION:

1. Which do you see as your strongest areas? Your weakest?
2. How might this affect your choice of a vocation?
3. How closely do others agree with your appraisal of yourself? Where are others' appraisals of you most different from yours? Do you understand why?
4. Which abilities haven't you attempted to use?
5. Which abilities do you think are necessary for a vocation that interests you?
6. Would you like to try to improve in any of these abilities? If so write a Career Development Contract and ask the class or someone in the class to support your efforts.

SELF-APPRAISAL FOR THE JOB AHEAD

MY PERSONALITY

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or poor 2. seldom or fair 3. often or good 4. always or excellent

In the first column, write the number that best describes how you **now** see yourself. In the second column, write the number that best describes your "ideal self", the degree to which you **would like** to possess each quality.

In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

	As I am now	As I would like to be	As others see me
A. APPEARANCE			
1. Health	_____	_____	_____
2. Posture	_____	_____	_____
3. Grooming	_____	_____	_____
4. Facial Expressions	_____	_____	_____
B. MANNERS			
1. Concern for others	_____	_____	_____
2. Observance of etiquette	_____	_____	_____
3. Social courtesies	_____	_____	_____
C. EXPRESSIONS			
1. Voice quality	_____	_____	_____
2. Correctness of English usage	_____	_____	_____
3. Pronunciation	_____	_____	_____
4. Conversational ability	_____	_____	_____
D. PERSONAL TRAITS			
1. Alert	_____	_____	_____
2. Ambitious	_____	_____	_____
3. Annoying	_____	_____	_____
4. Calm	_____	_____	_____
5. Clever	_____	_____	_____
6. Competent	_____	_____	_____
7. Competitive	_____	_____	_____
8. Confident	_____	_____	_____
9. Considerate	_____	_____	_____
10. Cruel	_____	_____	_____
11. Dependable	_____	_____	_____
12. Efficient	_____	_____	_____
13. Fault finding	_____	_____	_____
14. Helpful	_____	_____	_____
15. Normal	_____	_____	_____
16. Reasonable	_____	_____	_____
17. Reckless	_____	_____	_____
18. Responsible	_____	_____	_____
19. Sarcastic	_____	_____	_____
20. Sincere	_____	_____	_____
21. Stubborn	_____	_____	_____
22. Friendly	_____	_____	_____

Which additional words describing you or how you would like to be would you add to the above list? List them below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

LIFE STYLE VALUES INVENTORY

On the following page is a list of values often considered important by people thinking about what they want to do with their lives.

FIRST — reach each value and place a check mark in the column that most clearly describes your feelings.

THEN — take the values in the "Very Important" column and rank them in order of priority to you.

THIRD — identify one or two occupations which might satisfy that value. Try to identify occupations you have not thought of before.

Very Important	Important	Not Important	Values
_____	_____	_____	To have people admire my work
_____	_____	_____	To travel
_____	_____	_____	To shape my own life
_____	_____	_____	To have a well-organized life
_____	_____	_____	To be in a position of power
_____	_____	_____	To have new or unusual experiences
_____	_____	_____	To have a challenging job
_____	_____	_____	To be able to constantly learn
_____	_____	_____	To have lots of money
_____	_____	_____	To accomplish something important
_____	_____	_____	To see tangible results
_____	_____	_____	To be a leader
_____	_____	_____	To have to work hard
_____	_____	_____	To control my own schedule
_____	_____	_____	To avoid pressure
_____	_____	_____	To keep myself neat and clean
_____	_____	_____	To have freedom in my work
_____	_____	_____	To have a lot of free time
_____	_____	_____	To do my own thing
_____	_____	_____	To be in a position to give orders
_____	_____	_____	To be carefree
_____	_____	_____	To plan and organize
_____	_____	_____	To have people come to me
_____	_____	_____	To be in charge
_____	_____	_____	To spend my time doing things for others
_____	_____	_____	To be my own boss
_____	_____	_____	To work for the good of society
_____	_____	_____	To be in a position to follow orders

Actions Based on Personal Objectives

Clear objectives should help a person make a decision. Listed below are some personal objectives. They are listed on the left. See if you can write one or two

possible actions at the right to help a person reach each objective. Ask other members of the class what they were able to come up with as actions.

	The objective	The action (write in your ideas)
1	I would like to be trusted by my mother and father.	
2	I want to help correct the pollution problem in my area.	
3	I want to contribute to peace in society and do away with war and violence.	
4	I want to make this a better school.	
5	I want to find how the talents I might have could be used in choosing a future occupation.	
6	I want to learn to talk to and be comfortable with kids my age of the opposite sex.	
7	I want my life to be less boring.	
8	I would like to be able to get along with my parents better and have them understand me.	
9	I want to be respected by my classmates and looked up to for some reason.	
10	I want more free time to myself, with no one telling me what to do.	

Free copies of this booklet material may be obtained from:
 Editor, the College Review Board, 888 7th Avenue, New York, N.Y. 10019

Exploring Your Values

Values are the ideas on which people act. Earlier it was stated that the best way to know what a person's values are is to look at what he does. Try completing the chart below to see what it says about your values. Remember

back to what you did last Saturday and Sunday. Fill in the chart from what you remember, stating the specific activities that took your time:

SATURDAY		SUNDAY
8 - 9		
9 - 10		
10 - 11		
11 - 12		
12 - 1		
1 - 2		
2 - 3		
3 - 4		
4 - 5		
5 - 6		
6 - 7		
7 - 8		
8 - 9		
9 - 10		
10 - 11		
11 - 12		

List two or three values that are suggested by how you spent your time during those two days:

Value 1: _____

Value 2: _____

Value 3: _____

Self-evaluation

See how much you know about values and objectives. (Write in the answers.)

1. What are objectives? _____

2. How are objectives related to values? _____

3. What is a clear objective? _____

4. Why is one of the first steps in making a sound critical decision a statement of objectives? _____

5. Why is it essential to explore your own values in making a critical decision? _____

6. I am successful in learning the main points in this booklet if I can: _____

What the Decisions on Pages Four and Five Represent

Decision

1. a. Go to cabin in mountains
b. Go to confirmation class
2. a. Get a guitar
b. Go on field trip
3. a. Take power mechanics
b. Take foreign language
4. a. Become assistant vice-president
b. Stay in present job
5. a. Play in chamber group
b. Work with handicapped children
6. a. Play football
b. Play in Little League

Value

- a. Immediate pleasure
- b. Responsibility, family
- a. Immediate pleasure
- b. Family, education
- a. Immediate pleasure
- b. Education
- a. Money, prestige and recognition
- b. Creativity
- a. Creativity, recognition
- b. Helping others, opinion of others
- a. Prestige and recognition, opinion of others
- b. Family



Deciding what you want, or what is worthwhile, requires decision-making. Planning for the future with confidence and without fear requires decision-making skills. These booklets have been prepared for students to help them learn to make decisions because:

1

There are many students in the 1970s who do not want to plan for the future. These students express fear that there will be no future or there will be nothing good or beautiful in the future. They do not want to waste today. Will tomorrow be as good as today, if no planning goes into it?

2

There are increasingly more choices to choose from in living a life. Many restrictions have been lifted; more opportunities for occupations have been created; more colleges and schools exist to enter. Whenever there are more choices, the more necessary may be the skill in deciding among them.

3

There is increased pressure on students to make choices at an earlier age. Making decisions before you are ready, without investigating different possibilities, may lead to unsatisfactory results. How often have you already been asked what you want to do when you are an adult? How many times have you been asked where you are going to college?

4

As problems of society increase—pollution, overpopulation, race relations, war—more and more decisions are being made for society by a few people. These decisions usually restrict individuals in society. It is easier, perhaps, to leave the decisions to someone else, rather than taking responsibility yourself for contributing to a group decision.

5

Not wanting to plan, not knowing what you want, deciding too early, or neglecting to participate as a member of society can lead to a reduction of your freedom. Isn't freedom what we all want most?

If any of the five points above affects you, you may find these booklets helpful. If you see no reason or value in what has been said, you may have made a decision. You may have decided not to use these booklets at all.



To Decide or Hang Loose: The Question

The alarm goes off, bringing Mike out of dreams to the reality of another school day in April of his eighth grade. Ugh—the day of the math test, course registration day, and his speech in English class. “If I didn’t brush my teeth or wash my face, I could have two more minutes in bed,” Mike thought. But then he changed his mind, thinking about what he would be doing that day. After cleaning his teeth and face, he walked to the closet to select his shirt for the day. “This one won’t make it with the kids in my class; this one won’t please my English teacher who is judging my speech; this one won’t pass my mother in the kitchen, but this one might please them all.” So it went, as he brushed his hair, on the way to the kitchen.

If he didn’t take time to eat anything, he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn’t thought about that too much when he had time to study. Some of the questions were fairly easy. Some, he found, were tricky. Pete, the “brain” of the class, was sitting across the aisle from him, and his paper was exposed. Mike could see Pete’s answer to that fourth problem, but looked away and continued working on it himself. Oh, well . . . he’d get the grade he deserved.

During his free period he decided to go to the counselor, instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French for college. He had to decide by fifth period when he would be handing in his course registration sheet. Shop of the kind he wanted wouldn’t be offered in high school, but French 1 would be harder if he waited to take it in the tenth grade, the counselor told him, adding that the decision was up to

him. Ya, gee . . . *always up to me!* He already had a heavy academic load for next year, so he thought he would take the shop course.

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather leave his until tomorrow. If Mike did, he would have still more time to practice, but if he didn’t, he would worry about it that night. He told Miss Carroll he would like to give it that day.

At noon, some of his buddies wanted him to go to the park with them during lunch. Some others wanted him to play on the softball team. He wanted to do both, but he guessed he wanted to play ball more. He hoped he hadn’t made his other friends mad.

When school was out he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob—a great player—after school. He had promised his mother he would clean the garage and practice his trumpet today. So what was he going to do? Which was most important?

After dinner he had a phone call from his friend, Frank, asking him to go to the baseball game Saturday. He had already told his Dad he would go fishing at the cabin. His Dad didn’t have many weekends free, but he wasn’t always asked to a baseball game either. He told Frank he’d let him know.

Two hours left before bed. His favorite TV program was on, and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11 p.m. he fell into bed, exhausted from all the things he had had to decide during the day. He thought of those waiting for him tomorrow. Life was just one decision after another!

Mike had a busy day, but probably not too different from those of other eighth-grade boys.
Here is a list of the decisions he had to deal with throughout this day in April:

1 To get out of bed	2 To brush his teeth and wash his face	3 What shirt to wear	4 Whether to eat anything for breakfast	5 To go to class, or school, that day
6 To cheat on his math test	7 How to spend his free period	8 To take shop or French next year	9 To back out of giving his speech in English	10 To go to the park or play ball during lunch
11 To play tennis after school, or clean the garage and practice the trumpet	12 To go to the baseball game with Frank or fishing with his father	13 To watch the TV program or study for his science test	14 To watch the TV program and stay up longer studying	15 To go to bed

Were there other decisions that have not been mentioned? Some decisions are made even without consideration on the part of the person making them. Can you add to the list?

From the above list, pick out the five most important decisions you feel Mike made or faces. List them in order of importance, and after each say why you think this was an important or critical decision for him.

Decision	Reason
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

After you have made your list, compare it with others in the class.
From this comparison, see if you and the class can come up with a definition of what makes a decision an important one to a person.

What Is an Important Decision?

Everyone makes lots of decisions each day. Most of these decisions or choices seem unimportant and are given little thought. It is probably unlikely that Mike gave much thought to getting up in the morning or going to bed at night.

When does a decision become important enough to us that we really want to know how to make it? Only when we want something very badly from each alternative? Only when the decision will be serious in terms of our future?

Two principles seem to operate in recognizing an important or critical decision:

1. What the result or consequence of the decision will be. The consequences relate to having a second chance, determining future chances, hurting ourselves or others, or starting habits or activities that lead to results we do or do not want.

2. What we want or value. This is tied to the first

principle, because if the result of a decision does not bring us what we want, then the decision becomes critical.

Could you add other principles that would determine a critical decision?

3. _____

4. _____

Recognizing personal critical decisions requires practice, facts, and skills. No one can tell you what is critical or noncritical. No one else knows you and your values as well as you do. You might find it helpful to answer the following questions.

1. What do you value? What do you want and need?

2. What are the choices from which you can choose?

3. What will be the result of each choice?

4. What choice is most likely to give you what you want and value?

Making a Critical Decision

Following are five decisions made by students your age.

Read them and then write an outcome that would make them qualify as critical decisions according to the definition agreed on for critical decisions.

1. Deciding to go out for football instead of having free time after school during the fall and winter.

2. Deciding not to fight with your mother about when you are to come in at night after a party.

3. Deciding to drop orchestra to take study hall after one quarter of the school year.

4. Deciding to "sneak out" to see the friends your parents dislike.

5. Deciding to drop a friend who is being made fun of by other kids at school.



Mike's* Critical Decision

Put yourself in Mike's place. You are an eighth grader at Midpen Junior High. Everyone at this school works hard for good grades. Although eighth-grade marks do not go on a transcript for college admission, they do determine what "college admission" classes you are permitted to take in the ninth grade. You also have more freedom in the ninth grade, if you have honor status in the eighth grade.

You need an A in social studies to make the honor roll for this year. Your teacher has said that your term report will determine whether you get an A. It is due Friday morning, and you have only begun to work on it. You find that you also have a math test on Friday, which will be crucial for your grade. Friday night is the annual musical concert at school, and you are a member of the orchestra. There will be a dress rehearsal on Thursday night. You also have been invited to play tennis, your favorite sport, with Bob, the best player in school, on Tuesday afternoon. You already said you would. Wednesday night is your favorite TV night. You also have a lot of friends who call you frequently after school and at night. You have finally recognized that you have a *critical decision*.

Critical decision: Mike realizes he must plan his time, look at his values, and act in order to reach his goals. His goals at this point are to get an A in social studies, get an A in his math test, and not offend his friend, Bob. With four days to go until the social studies paper is due, how should Mike plan his time in order to achieve these goals? On the schedule below, fill in what Mike might do for each "free" hour he has (in other words, when not in school). He may change any of his obligations except the due date for his report and the date of the math test. School goes from 8 until 3. He has no time to study at school.

*Girls may find this exercise easier if they imagine this is "Michelle" instead of Mike.

Mike's schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3 to 4				
4 to 5				
5 to 6				
6 to 7	DINNER AND DISHES			
7 to 8				
8 to 9				
9 to 10				

Mike has 24 hours to spend. He wants to:

- | | |
|--|--|
| ☐ study math | ☐ play tennis with Bob |
| ☐ study English | ☐ talk to friends on phone |
| ☐ work on social studies | ☐ watch TV |
| ☐ practice with orchestra | ☐ help around home and be with family |

Planning for Yourself

Try putting yourself, with your feelings and desires, into a place similar to Mike's. Choose some goal that must be reached by Friday. Either use one you actually must reach this week, or make one up.

How would you fill out the schedule for yourself? _____

Is how to plan your time a critical decision for you? _____

Goal: _____

Conflicting choices: _____

A SCHEDULE FOR ME				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3 to 4				
4 to 5				
5 to 6				
6 to 7				
7 to 8				
8 to 9				
9 to 10				

24 hours to spend (fill in hours):

Hours

Doing what?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Where You Stand Now!

Self-evaluation

Answer the following questions by putting a check next to the word or words that best complete the first sentence:

(You may check one, two, three, or all four as good answers.)

1	Two guidelines for recognizing a personal critical decision are: a) _____ its importance to your family and your friends b) _____ the results of the decision and your values c) _____ when it has to be made and if it affects other people d) _____ how much you worry about it and what you have to give up
2	Good reasons for learning the skills in decision-making are: a) _____ the chance for greater control over your own life b) _____ the chance to control other people's lives c) _____ the opportunity to make freedom work in a democracy d) _____ the chance to avoid personal responsibilities
3	The idea of looking at your values in making a decision is: a) _____ often neglected b) _____ sometimes painful c) _____ often impossible d) _____ only confusing
4	A person often overlooks a critical decision because: a) _____ there is no such thing as a critical decision b) _____ there is always a second chance to make the decision c) _____ people think that critical decisions only exist when one has to choose between two negative or unpleasant things d) _____ there is not sufficient information about the future consequences of the decisions being made
5	A decision becomes critical if and when: a) _____ it leads to habits or activities you do not value b) _____ it doesn't change what you are doing, or affect you in any way c) _____ it denies you the chance to get what you value d) _____ there is some risk involved in making it
6	Planning how to spend his time is one of the more critical decisions each person has because: a) _____ most people have conflicting ways in which they want to spend time b) _____ there is just a limited amount of time available c) _____ since everyone has an equal amount of time, it can make the difference between being successful and not being d) _____ most of your life is spent doing what someone else wants you to do
7	Not wanting to plan for tomorrow or the future may be caused by: a) _____ too many previous disappointments and failures b) _____ a feeling that nothing bad can ever happen to you c) _____ letting other people make all your decisions d) _____ fear and a feeling of hopelessness about yourself and the future

IDENTIFICATION OF SIGNIFICANT OTHERS

- 1) If something really good happened to you at school, which people would you want to tell first? Why?
- 2) If something really good happened outside of school, which people would you want to tell first? Why?
- 3) If something really good happened at home, which people would you want to tell first? Why?
- 4) If you had a problem at school, who would you be most likely to ask for help? Why?
- 5) If you had a personal problem, who would you be most likely to ask for help? Why?
- 6) If you had done something you were very proud of, who would you most want to know about it? Why?
- 7) If you had done something you were ashamed of, who would you least want to know about it? Why?
- 8) Is there anyone who can influence you to do something you don't want to do? If so, why do they have this influence (i.e. age, intelligence, persuasiveness)?
- 9) If you wanted advice on choosing a career, who would you ask? Why?

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2. A. Acker, Richard H.; B. Math teacher; C. college degrees in math, science, administration and industrial relations; D. Swimming, fishing, hunting, dog training, science fiction, jackknife carpentry; E. block tender, bakery worker, production line, gas station attendant, recreational supervisor, cab driver.
3. A. Laura Amparan; B. 8th grade Speech; C. B.S. Sec. Ed. at U. of Texas at El Paso; D. drama, dance, horseback riding, mental retardation, Christian activities; E. salesgirl - Walgreens and Penny's, PBX (switchboard) operator, at a Ford dealership.
4. A. Arndt, Marcia; B. Teacher - math - grade 8; C. B.S. math education; D. sewing, furniture refinishing, needlecraft (embroidery, needlepoint, crewel); E. assistant in florist shop, receptionist in office building, PBX operator.
5. A. Arthur, Mary Kay; B. Teacher - math 9; C. Math B.A., swimming; D. canoeing, backpacking, anything in the out-of-doors, swimming; E. teacher, camp counselor, swimming instructor, grocery store clerk, cafeteria worker, and waitress.
6. A. Bagley, Robert; B. Science teacher - 7th grade; C. Science, physical education, social studies; D. fishing, hunting, golf, all sports, nature study (special interest on birds and bird houses and wild plants); E. truck driver, railroad gang (gandy dancer), soda jerk, poultry house, packing house worker, freezer worker, painter, tree planter, construction worker.
7. A. Baier, Nell E.; B. Teacher - social studies; C. B.S. St. Cloud, M.S. St. Cloud; D. hunting, camping, fishing, and yard work; E. furniture delivery, machine operator, lather, drill press, etc., clothing sales, beverage sales, dormitory director.
8. A. Balk, Donald R.; B. orchestra director; C. vocal and instrumental music B.M.E. and 1 year graduate work; D. coin collecting, woodworking, flying, swimming, motorcycling, music, gardening; E. swimming instructor and waterfront director, band and drama, band and chorus, band and orchestra, organized and directed Hammond Area Youth Orchestra, serving 18 area schools, director of church choir.
9. A. Bartley, D. Craig; B. Teacher - English 7th grade; C. B.A. Education, English, Core, M.A. Educational Administration; D. music, church, union, cooking, ESP, psychology, speech making, civil rights, communes, reading, movies, journalism.
10. A. Boline, Shirley; B. Teacher - special education; C. Elementary education, education of mentally retarded; D. needlework, camping, canoeing; E. store clerk, inventory clerk; factory work, silk screener.

SUCCESS DEPENDS ON YOU: STUDENTS, PARENTS, AND SCHOOL STAFF

	Better Communication	Improvement of Self-Concept	Greater Awareness of the World of Work
Student	Choose person to talk with and develop question to ask Take materials home for family discussions.	Discover what your abilities are. Develop favorable feelings about your abilities.	Begin by learning about your parents' occupations. Learn how many different occupations your interests could lead to.
Parent	Encourage students' understanding of your particular occupation. Talk about the program with your child.	Take a positive approach toward your child's abilities and interests. Be willing to accept your child's present abilities. Have and discuss with him, realistic expectations for your child.	Acquaint your child with your occupation. Impress upon your child the dignity of all work. Take an interest in student's exploration. Assist your child in his exploration of occupations.
School Staff	Set up a time and place where good communication can take place. Be willing to discuss interests with all students who come to you. Attempt to create a relaxed atmosphere and a genuine concern for each student's interests. Be honest in your answers to students' questions.	Positively reinforce student's interests and ideas.	Portray your work experiences which relate to student interests. Assist students in developing skill in interaction with adults. Aid the students in becoming more aware of job clusters.

Your Part in Career Development. Pupil Potentials Lab, Hosterman Junior High School, Robbinsdale, Minnesota.

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